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ABSTRACT

Presented is a curriculum guide for preschool handicapped children revised by a summer workshop group of 30 teacher trainees. Part One is an overview of basic considerations in developing, organizing and administering early childhood programs. Provided are checklists for identifying such handicaps as behavior disorders, learning disabilities and mental retardation. In addition to suggested activities for toddlers and infants, Part Two details a competency based curriculum outline for preschool handicapped children in the areas of self help, language development basic information and vocabulary, personal social behavior, perceptual motor performance, number concepts and creative development. Contained in Part Three are selected resources (including books, pamphlets and materials, journals, films and sample forms) for preschool staff. Appended are tables and figures providing such information as a continuing of services and a delivery model for comprehensive services to preschool handicapped children. (CL)

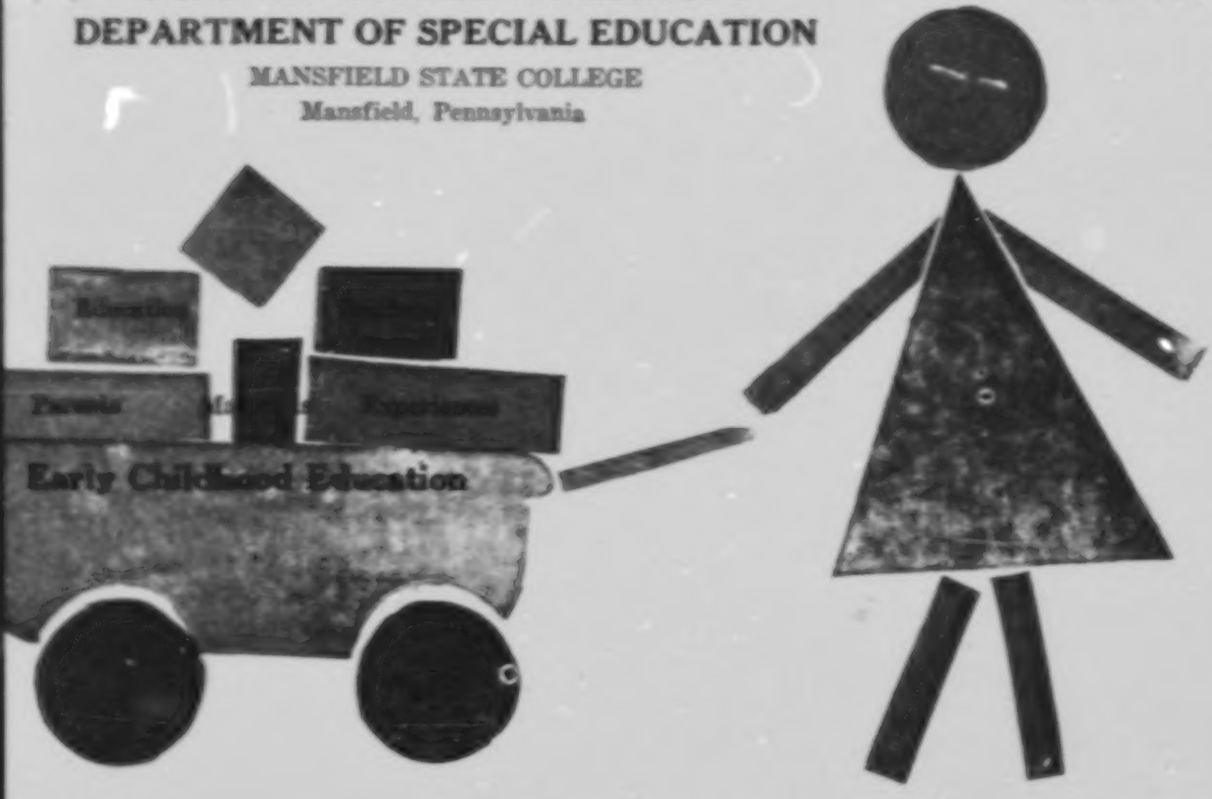
ED105681

# Curriculum Guide
# For
# Early Education of The Handicapped

by

**SUMMER TRAINEE WORKSHOPS**
**DEPARTMENT OF SPECIAL EDUCATION**
MANSFIELD STATE COLLEGE
Mansfield, Pennsylvania

SUMMER SESSIONS
1973 – 1974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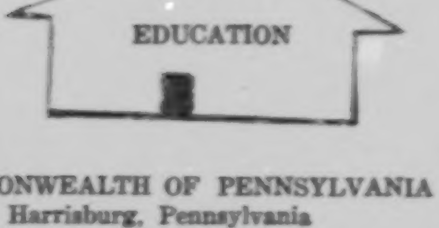

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COMMONWEALTH OF PENNSYLVANIA
Harrisburg, Pennsylvania
prepared under a
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# CURRICULUM GUIDE FOR EARLY EDUCATION
# OF THE HANDICAPPED

Summer Sessions, 1973-1974

By

Summer Trainee Workshops In
Early Childhood Education for the Handicapped
Department of Special Education
School of Teacher Education
Mansfield State College
Mansfield Pennsylvania

Prepared Under

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Bureau of Special Education
Department of Education
Commonwealth of Pennsylvania
Harrisburg Pennsylvania

(Revision of Field Test Edition originally prepared in Summer, 1972)

# PREFACE

In the past decade rapidly increasing attention has been given to Early Childhood Education, particularly the area of the preschool handicapped. This eclectic booklet - a curriculum and resource guide - has been developed to fill an obvious professional void in available guidelines, resources, and methodology for educational programs for those handicapped children in the early childhood age range, and their parents.

The original version of this Curriculum Guide, a field test edition, was prepared during the Summer of 1972 by a workshop group of thirty teacher trainees in Special Education at Mansfield State College. After a year of field study and use of the Guide, in the Summer of 1973 a revision committee composed of another thirty teacher trainees was selected to prepare this revised edition of the Curriculum Guide.

Each year the project has been funded by a federal grant awarded by the Bureau of Special Education, Pennsylvania Department of Education. In order to assist in meeting Pennsylvania priorities relating to education of the young handicapped, this publication and others noted below are made available to Intermediate Units, school districts, and other agencies offering programs and services to the young handicapped.

In each summer workshop the trainees were selected from a cross-section of those professionals working in preschool educational settings that also served the handicapped child. A basic premise of the workshops was that handicap in early childhood cuts across many disciplines and, therefore, is best approached by a high level of inter-disciplinary study. As a result the workshop participants included:

Day Care and Child Development Personnel
Nursery, Kindergarten, and Primary Teachers
Special Educators and Teacher Aides
Supervisors, School Psychologists, and Speech Clinicians

The Curriculum Guide is organized into three divisions which are considered basic components of home/family-based and preschool programs for young handicapped children.

Part I. Foundation Concepts - This section contains an overview of basic considerations in developing, organizing, and administering programs that serve those with handicaps in the early childhood age range, and their parents.

Part II. Curriculum Materials - This section presents a competency-based curriculum outline for infant-toddler and preschool handicapped programs.

Part III. Selected Resources - This section contains a variety of resource materials for use in the implementation of the numerous facets of Early Childhood Education for the Handicapped.

Other publications available in the Mansfield State Collge Early Childhood Education for the Handicapped Series include:

Teacher Aide Handbook, 1973
Behavior Modification Handbook, 1974 (In process)

Dr. Richard L. Shick, Coordinator
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# ACKNOWLEDGMENTS

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Sincere appreciation is extended to the above trainees for their efforts and contributions in the development of this revised Curriculum Guide. Gratitude is also due Mrs. Helen Kilbourn for secretarial assistance in the preparation of the booklet and to the Mansfield State College Printing Department. The cover was designed by Robin Rothe. Also, recognition is given to the other members of the 1973 workshop for general contributions to the project:

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# PART I

# FOUNDATION CONCEPTS
FOR
EARLY CHILDHOOD EDUCATION OF THE HANDICAPPED

## PURPOSE AND APPLICATION

The purpose of this eclectic Curriculum and Resource Guide for Early Childhood Handicap Programs (hereinafter referred to as *Guide*) is to provide curriculum and resource material for delivering programs and services to the preschool handicapped and/or their parents in a variety of educational settings. The materials herein should in part - or total - prove useful in meeting the needs of the young handicapped in such settings as:

Experimental Infant and Toddler Programs
Child Development Classes
Day Care, Nursery, and Kindergarten
Preschool and Primary Special Classes
Transitional Classes and Regular Primary Grades

The *Guide* has been designed as a resource tool rather than a document to be followed in the strictest sense. In essence it provides a framework - a set of guidelines and resources - for planning, developing, implementing, and evaluating programs and services for the preschool handicapped in a variety of educational settings.

It is presumed that in all areas of the state of Pennsylvania there is a priority need in Early Childhood Education to develop and implement coordinated programs and services with strong focus on Early Childhood Handicap, whatever the educational setting. This *Guide* has been designed to provide resource materials for accomplishing this by:

1. *Direct services to preschool handicap children* - those with CA of 3 and over -- developmental-stimulative activities; children under CA of 3 -- home-based activities.

2. *In-service training of professional staff* - in all related regular and special educational settings to the total ramifications of early childhood handicap and education. The in-service training should be tailor-made to meet the unique needs of each participating agency and/or group.

3. *Parent services* - focusing on parent education, parent counseling, meetings, and training sessions to develop parents as "home teachers" of their handicapped preschooler.

The model for such Early Childhood Handicap programs is illustrated graphically in Figure 1 on the next page.

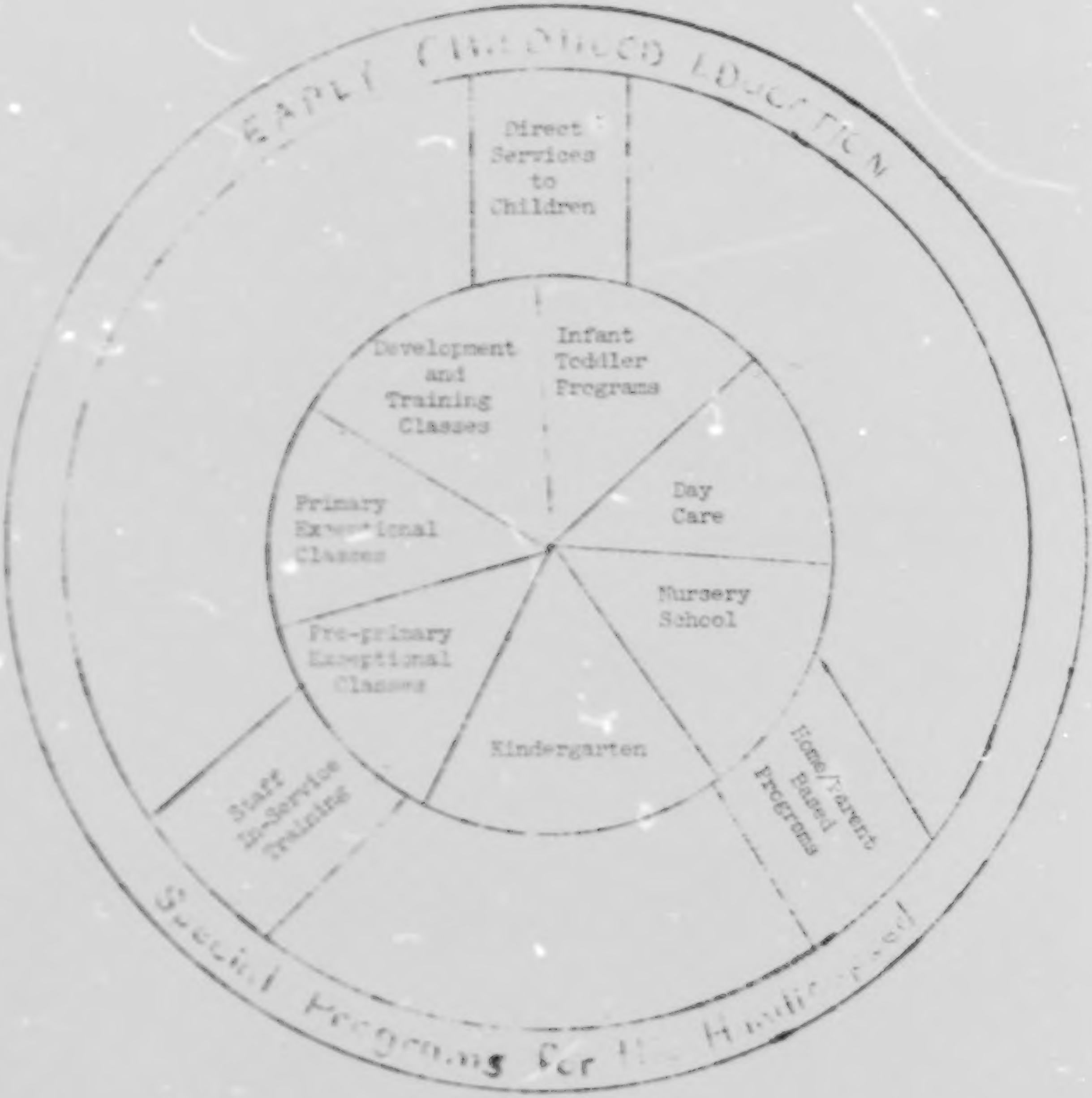

EARLY CHILDHOOD EDUCATION
Direct Services to Children
Development and Training Classes
Infant Toddler Programs
Day Care
Nursery School
Kindergarten
Pre-primary Exceptional Classes
Primary Exceptional Classes
Staff In-Service Training
Home/Parent Based Programs
Special Programming for the Handicapped

Figure 1. Program Base for Early Childhood Education of the Handicapped

# DEFINITIONS

For the purposes of this Guide, the definitions listed below hold.

1. Behavior Modification - the systematic application of principles of reinforcement for the purpose of changing or shaping a person's behavior. The reinforcer can be either positive or negative, and used as often as necessary.

2. Blind - those children who have so little remaining vision that they must use other sensory avenues, touch, smell, hearing, etc. for learning and braille in order to learn to read. Few have complete loss of vision; some have light perception, shadow vision, and travel vision, which as residuals are important to their learning.

3. Crippled - a child who is handicapped because of a disorder of bones, muscles, and/or joints. Some examples are club foot, cerebral palsy, polio, spina bifida, etc.

4. Deaf - one born with little or no hearing, or who suffered the loss early in infancy before speech and language patterns were acquired. The deaf learn primarily by sensory means other than auditory.

5. Early Childhood Education - a general term encompassing a wide variety of early childhood programs, e.g. day care, nursery, Head Start, transitional preschool, kindergarten, grades 1, 2, 3, preschool, primary special classes, and child development classes.

6. Early Childhood Handicap - exceptionality or handicapping as it may occur in children in the settings noted above.

7. Early Childhood Handicap Programs - preschool activities or services generated to begin the educational processes for the preschool handicapped and/or their parents.

8. Educable - one who, because of subnormal mental development, is unable to profit sufficiently from the program of the regular elementary school, but who is considered to have potentialities for development in three areas: (1) educability in academic subjects of the school at a minimum level; (2) educability in social adjustment to a point where he can get along independently in the community; and (3) minimal occupational adequacies to such a degree that he can later support himself partially or totally at the adult level. In most instances the educable retarded child is not known to be retarded during infancy and early childhood. His retardation and growth in mental and social activities can be noted only if observed closely during the preschool years. Most of the time the growth is normal and his retardation is not evident until he shows poor learning ability in school. In most instances there are no obvious pathological conditions that account for his retardation. (Kirk, 1972)

9. Emotionally Disturbed - the child who because of organic and/or environmental influences, chronically displays learning disorders, is unable to maintain the usual social relationships, and may appear maladjusted, hyperactive, depressed, aggressive, withdrawn. Seriously emotionally disturbed children may be diagnosed as neurotic or psychotic.

10. Handicapped Children - under Title VI - B (PL91-230) includes the mentally retarded, hard-of-hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who, because of their handicaps, require special education or related services to realize their full potential.

11. Hard of Hearing - those in whom the sense of hearing, although defective, is functionally useful with or without a hearing aid. These children are sound conscious and have a normal, or near normal, attitude towards the world of sound in which they live.

12. Mental Retardation - according to the American Association on Mental Deficiency, this refers to subaverage general intellectual functioning (low tested IQ) which originates during the developmental period (below CA of 16-18) and is associated with impairment in adaptive behavior (maturational lags, learning problems, social adjustment difficulty).

13. Multiple-Handicapped Child - an exceptional (handicapped) child with two or more disability areas such as deaf-emotionally disturbed, deaf-retarded, or crippled-retarded.

14. Paraprofessionals - non-certified people who work for the certified professional staff; they may be volunteers or paid employees; they may assist individual teachers directly in instructional situations, or they may assist other professional staff in non-instructional situations; they are utilized in the hopes that the students will be able to receive more individualized instruction; they may have taken higher level curriculum work on the university - level or they may have had only basic educational background.

15. Partially Sighted - those children with vision limitations ranging from a low degree of vision, just sufficient to read enlarged print under optimal conditions, to those who are able to read limited amounts of regular print under very special conditions. These children have enough residual vision to learn through sight.

16. Preschool Age - under Title VI - B (PL91-230) defined as the earliest chronological age at which the child can benefit from the activities or services to be provided either to the child or to his parents. Usually includes children below the age of six or those between six and eight who function below the first grade level.

17. Right to Education - any individual between the ages of 6 and 21 who is mentally retarded, or thought to be, is entitled to, and must be granted admittance to, a class for the mentally retarded, whether it be for educables, trainables, severely and profoundly retarded, or who needs instruction in the home. These needs will be served either by the school districts or Intermediate Units. (Pa. State Law-1972)

18. Special Education - the "special" or "unique" educational service over and above the regular education provisions necessary for the handicapped child. Special education embodies and must include: (1) Trained professional personnel (teachers, supervisors, therapists, etc.); (2) Special curriculum content; and (3) Special facilities and equipment. (Dunn, 1963)

19. Special Health Problems - children with special health conditions are those whose weakened conditions render them relatively inactive or require special health precautions in the home and school. Some examples include anemic children, epilepsy, diabetes, and cardiac cases.

20. Speech Impaired - a child with a deviation in speech which is sufficiently extreme to attract attention to the process of speech, to interfere with communications, or to affect adversely either the speaker, listener, or both. A child is said to have a language disorder when there is demonstrated inability or difficulty in comprehending speech of others or in projecting ones own ideas through the medium of speech. Speech impairments include articulation problems, stuttering, disorders of voice, delayed speech, impaired speech accompanying cleft palate or cerebral palsy conditions, and the language disorders of childhood aphasia and autism.

21. Trainable - one who is not educable in the sense of academic achievement, ultimate social adjustment independently in the community, or independent occupational adjustment at the adult level. This is what differentiates a trainable mentally retareded child from an educable mentally retarded child. The trainable mentally retarded child, however, has potentialities for learning: (1) self-help skills; (2) social adjustment in the family and in the neighborhood; and (3) economic usefulness in the home, in a residential school, or in a sheltered workshop. In most instances, such children will be known to be retarded during infancy and early childhood. The retardation is generally noted because of known clinical or physical stigmata or deviations, and because the children are markedly delayed in talking or walking. (Kirk, 1972)

## RATIONALE FOR PROGRAMS AND SERVICES

Germane to the idea of programs and services for preschool handicapped children is some evidence that such early education programs are needed and have some degree of effectiveness toward assisting the child in his total development. Bloom's (1964) analysis of hundreds of studies (dealing with intelligence, achievement, physical traits, interests, attitude and personality) points up the early stabilization of many developmental characteristics. With respect to general intelligence measured at age 17, for example, Bloom concludes that the individual develops about 50 percent of his mature intelligence between conception and age 4, and that another 30 percent is developed from ages 4 to 8. It seems likely then that early educational programs for four and five year olds could have significant influence on the child's general development and learning pattern.

Hunt (1961) has analyzed and synthesized data from a wide variety of sources and concludes that there is a possibility of educating intelligence if one can find the proper match between environmental encounter and the present status of the human organism. In a similar vein, Gordon (1971) and Lichtenberg & Norton (1970), citing some of the research, state that despite some evidence to the contrary, reviews of the effects of a variety of environmental conditions on intellectual development have tended to show that enrichment experiences, as in nursery school, experimental preschool classes, and home-based programs, are propitious for intellectual growth. They point out, however, that there is also impressive evidence that hereditary variables are important and that nature and nurture must be viewed as interacting at every stage of development.

Within the past decade the rationale for and development of experimental and model preschool programs and services for the handicapped has come into focus. Caldwell's (1970) article is a key one showing the need for and positive effects of such programs. Dybwad and LaCrosse (1963) and Sheperd (1971) are quite convincing in their reviews in arguing for an immediate and full range of preschool activities for the handicapped and their parents. Key elements needed they say are: (1) Programs of identification, diagnosis, prescriptive child study and programming, and developmental stimulation; (2) Parent and home-based activities, including education, counseling, and training to reach the handicapped preschooler as early as possible; (3) In-service training of staff in a variety of preschool settings in order to fully understand the nature and scope of appropriate services for the preschool handicapped. Weintraub's (1972) recent review of legal trends regarding the early identification and educational placement of children has major implications for the early education of the handicapped and their parents.

While there are few studies available to show the effects of early intervention on all kinds of handicapped children, there are a number of studies pointing out the value of such programs on disadvantaged children, mentally retarded children, language development, and on emotional and social development.

According to articles in Jordon (1971) and the review by Lichtenberg and Norton (1970), several recent and ongoing studies attempted to assess the effects of preschool intervention with culturally deprived children three to five years of age. Some of the tentative conclusions from these studies are as follows: (1) relatively large gains in scores on a variety of intelligence tests are almost always obtained during the first year; (2) the spurt in development of intellectual functions which characterizes the first year is not always maintained; (3) the differences between the control and experimental groups tend to be reduced after the first few years of public school experience. According to these and other researchers, the only point on which we can be relatively confident is that prolonged deprivation of stimulation during the early years results in extensive and perhaps irreparable damage to the child's cognitive development. The prevention of prolonged deprivation, particularly as it works to the detriment of the young handicapped, is the strongest argument for Early Childhood Handicap programs.

Lichtenberg and Norton (1970) in a survey of the literature suggest that neurologically normal mentally retarded children have been deprived of cognitive and emotional experiences, and this lack of experiences has contributed substantially to their retardation. A number of studies completed or ongoing indicate the effects of preschool intervention on intelligence of the mentally retarded. Kirk's (1958) preschool study is a significant one in showing the positive effects of early education for the cultural-familial retardate. Other researchers, such as those in the exemplary compensatory education programs of the _It Works Series_ (USGPO, 1970) and Gray (1966), have conducted studies with preschool children and found that intelligence test quotients and general functioning changed conspicuously for the better. The permanency of the changes varied, depending upon the methods used and the follow-up.

Hodges and others (1971) conducted a study with a group of five-year-old mentally retarded children to determine whether an intervention program would increase the intellectual, language, motor, and socialization abilities of the group. Positive gains in almost all areas were registered for those students in an experimentally designed curriculum.

In summary, basic and action research on the variations of preschool programs for handicapped and/or disadvantaged children substantiate the need for Early Childhood Handicap programs. Specifically, the works of Bangs (1968), Children's Bureau (1972), Connor and Talbot (1964), Jordon (1971), Meyen (1967), and particularly Parker (1972), can be used to justify and draw guidelines for a full range of programs and services for the young handicapped child. This includes direct services to children, parent and other home-based training programs, and comprehensive in-service training for staff in preschool educational settings.

In conclusion, many of the publications reviewed above and particularly a recent series of articles in _Phi Delta Kappan_ (1972) suggest some cautions and needs as the profession critically moves ahead in early childhood handicap and education. Some of the key ones include:

1. More research on early intervention is needed, focusing on the use of experimental _and_ control groups and replication and extension of research programs already done.

2. Specific follow-up of children in early intervention programs is needed to determine effects and their permanence.

3. Not only follow-up research, but also follow-up - or better, follow-through - intervention is needed for these children at later levels of the educational ladder.

4. More early education program and methodology description is needed.

5. A more optimistic outlook and careful study of the role of the family and parents is needed.

6. A careful examination is needed of the public school's obligation and accountability in the area of early childhood handicap and education.

# OBJECTIVES FOR PROGRAMS AND SERVICES

A review of some key publications (Bangs, 1968), (Caldwell, 1970), (Cruickshank, 1967), (Denenberg, 1970), (Hammer, 1969), (Jordon, 1971), (Sheperd, 1971) suggests the goals listed below as important ones in considering intervention programs and services for the preschool handicapped child.

1. To survey, identify and register the cases of handicapped preschoolers in a given area at the earliest age possible.
2. To provide information on diagnostic and consultative services and follow-up for the identified preschool handicapped when necessary.
3. To provide differential assessment for those preschool handicapped children who will require special education and related services upon admission to elementary school.
4. To provide specifically designed intervention services and programs to fulfill the developmental needs of preschool handicapped children. In some cases, refinement of such services already existing will be the focal point. Intervention strategies should focus on such areas as sensory-motor, cognition, language, and social-emotional development.
5. To develop coordination strategies with other education, health, welfare, and related groups providing assistance to preschool handicapped children.
6. To evaluate the effectiveness of early identification, differential assessment, and intervention services on the functional capabilities of handicapped children.
7. To stimulate specialized training programs for in-service and pre-service teachers in assessment and intervention techniques related to young handicapped children, including training of parents to be "home teachers".
8. To counsel and train parents of handicapped children in methods of assisting their children toward optimal development.
9. To provide information for working closely with all agencies in a given region concerned with handicapped children so that cooperative, comprehensive preschool handicapped programs will be developed.
10. To create an awareness of the need for services for handicapped preschool children to facilitate their maximum growth and development.

## GENERAL CONSIDERATIONS IN EARLY CHILDHOOD HANDICAP PROGRAMS

Children with early childhood handicaps may be found in all types of existing educational settings. These may include:

1. Experimental infant/toddler programs (CA under 3 or 4)
2. Day Care Nursery classes and Child Development classes
3. Kindergarten and Transitional classes
4. Preschool and Primary Special classes for the Handicapped
5. Primary elementary grades

At any rate, the children will compose a mixed group of various handicapping conditions. Table 1 on the next page, presents an overview of the goals, programs, and services necessary to meet the needs of handicapped preschoolers and/or their parents in these various educational settings. This material was adapted from a model designed by Hammer (1969) for the development of early education programs for handicapped children.

Figure 2 on the following page, provides a comprehensive model for the delivery of specific programs and services to those with early childhood handicaps.

Table 1. CONTINUUM OF SERVICES FOR PRESCHOOL HANDICAPPED

| Behavior Development Systems | Program and Service Settings | | |
|---|---|---|---|
| | Exp. Infant/Toddler Projects (Birth to 2 years) | Nursery/Day Care Preschool Classes, and Child Development Classes (2 to 5 years) | Kindergarten, Primary Special Education (5 to 7 years) |
| | Role: Identification & Referral | Role: Mediation of Deficits | Role: Integration with "normal" children |
| PHYSICAL | 1. Develop activities with pediatricians for home-programs<br>2. Planning with parents, home visits, tutoring, follow-up activities<br>3. Experiences at perceptual levels; sensory input motor output | 1. Mobility & space relations<br>2. Observations of play activities<br>3. Encourage interaction with space & environment | 1. Interactive play & games<br>2. Space relations & positions in space<br>3. Interaction with environment |
| MENTAL | 1. Stimulation program with parents creating activities & materials<br>2. Interactive environment procedures for the home<br>3. Language stimulation | 1. Perceptual skills development<br>2. Language stimulation<br>3. Body concept activities | 1. Language development-cognitive awareness<br>2. Exploration of environment<br>3. Structured tasks - group & individual<br>4. Unstructured activities |
| SOCIAL and EMOTIONAL | 1. Parent guidance, education & counseling<br>2. Ego development<br>3. Experiences, introduction to groups, response to environment | 1. Symbolic play<br>2. Skills development<br>3. Group work & exposure to new situations | 1. Parent guidance & education<br>2. Role development<br>3. Awareness of abilities |

# DELIVERY MODEL FOR COMPREHENSIVE SERVICES TO THE PRESCHOOL HANDICAPPED

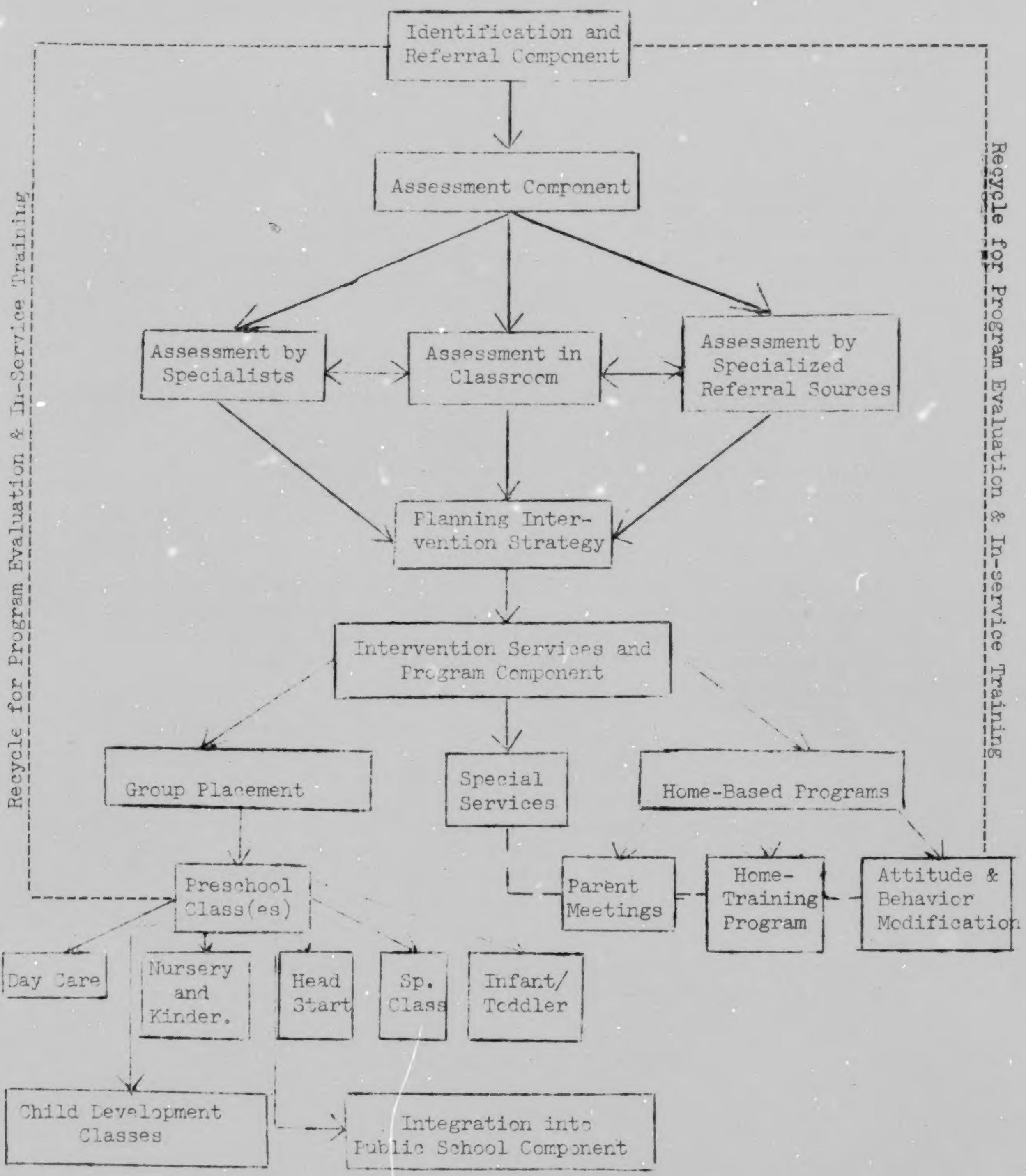

Identification and Referral Component
Assessment Component
Assessment by Specialists
Assessment in Classroom
Assessment by Specialized Referral Sources
Planning Intervention Strategy
Intervention Services and Program Component
Group Placement
Special Services
Home-Based Programs
Preschool Class(es)
Parent Meetings
Home-Training Program
Attitude & Behavior Modification
Day Care
Nursery and Kinder.
Head Start
Sp. Class
Infant/ Toddler
Child Development Classes
Integration into Public School Component
Recycle for Program Evaluation & In-Service Training
Recycle for Program Evaluation & In-service Training

Figure 2 (after Magnolia, Ark. Preschool Model)

## THE PRESCHOOL TEACHER

The teacher is the hardcore of the success or failure of any preschool handicap program. The qualifications of the preschool teacher of the handicapped are the same as for any truly effective teacher and should include a sincere interest in this type of child. The teacher should be knowledgeable in understanding various handicapping conditions, up-to-date methods used with preschoolers, and diagnostic trends.

One fundamental role of the teacher of this type of child is to act as a skilled observer in the course of her daily schedule (Katz, 1970). This will lead toward a better understanding of the child and create a basis upon which to establish a good relationship. She has the advantage of group contact with her children that should be exploited fully. The teacher is able to record her observations of each child's behavior in such a way as to benefit a clinician who only sees the child occasionally on a one-to-one basis. These anecdotal records and observations must be as objective as possible so as to aid in proper referrals. Some suggestions for the teacher in carrying out these aspects of the child study technique are provided in Part III of this Guide.

Another role of the teacher of preschool handicapped children is that of a constructive and organized planner. That is, being able to create a flexible procedure that anticipates the needs and interests of each handicapped preschooler in her charge.

The classroom atmosphere is in large part set by the teacher and thereby is another realm of her role (Katz, 1970). The teacher should be involved in creating a stimulating environment by utilizing standard materials as well as personal inventions in creative ways to fit the particular needs of her youngsters.

According to Katz (1970), much of the mood is determined by the teacher's personality. Ideally, she should be friendly and warm, understanding, enthusiastic, and willing to accept and respect each child as an individual. A teacher of these children must be essentially patient, must be content with slow progression, and must understand that a child reaches certain plateaus while he is organizing himself before he takes the next step. At the same time she should commend effort and give generous praise for work well done. Consistency in the teacher is important for all children, and particularly so for the preschool handicapped child.

A profile of the necessary characteristics and competencies of the teacher of the preschool handicapped is given in Table 2 on the next page.

## TABLE 2

## COMPETENCY PROFILE FOR TEACHERS OF EARLY CHILDHOOD HANDICAPPED CHILDREN

1. BASIC PERSONALITY TRAITS:

______ Patient
______ Understanding
______ Flexible
______ Creative
______ Stamina
______ Optimistic
______ Empathetic
______ Sense of Humor
______ Rapport-builder

2. GENERAL PROFESSIONAL BACKGROUND:

______ General background & understanding of ECE as a discipline
______ Relationship of ECE to the handicapped child
______ Intensive background in child growth, psychology with emphasis on ECE

3. SPECIFIC PRESCHOOL TECHNIQUES RELATED TO:

______ General nature of handicapping conditions
______ Early recognition & identification of handicaps
______ Diagnostic & consultative services
______ Individually prescribed programming & evaluation
______ Referral to agencies, resources, etc.
______ Experimental, innovative programs
______ Facilities & staff (professional, paraprofessional)
______ Methods & materials
______ Curriculum development & research

4. CURRICULUM CAPABILITIES FOR IMPLEMENTING:

______ Positive self-concept
______ Habits of cleanliness, care of property, responsibility
______ Speech, language, and intellectual development
______ Music, art, literature
______ Quantitative thinking, science
______ Social & emotional development
______ Special interests, creative & expressive arts
______ Psycho-motor development
______ Parent involvement
______ Program evaluation
______ Observing, recording, and analyzing pupil behavior
______ Effective behavior modification techniques

## GUIDELINES FOR PRESCHOOL TEACHERS

Since the teacher is a key person in programs for the preschool handicapped, it is important to present some basic principles of and suggestions for learning in the young child. The following list was derived from a review of several leading publications (Bangs, 1968; Kirk, 1972; Parker, 1972; Smith, 1968) on methodology for the handicapped child.

1. Inter-individual, as well as intra-individual, differences must be recognized in each handicapped preschooler.
2. Early identification, diagnosis, and intervention will give the child a better chance to achieve his fullest potential.
3. Secure the complete attention of the child.
4. Locate first the basic level at which the child can succeed.
5. Limit the number of concepts presented in a given period of time.
6. Stimulation with high interest materials leads to vital motivation.
7. Associate stimuli with only one response in the early stages of learning.
8. Positive rewards (success) rather than negative rewards (failures and punishment) must be immediate and meaningful.
9. Prompt intervention on the part of the teacher is required before a child has the opportunity to reinforce errors.
10. Arrange the learning sequences in easy step-by-step stages of development.
11. Avoid abrupt shifting of concepts and activities.
12. Keep in mind, however, that a change of instructional method is advisable to achieve success if other techniques have produced no results.
13. Provision for sufficient repetition of experiences is necessary to develop overlearning.
14. Frequent exercise provides for the child's physical well-being and with rest and relaxation, enables him to return refreshed to a task.
15. Transfer of previously mastered skills may be achieved through appropriate learning experiences in related areas.
16. Too much stress on independence too soon can produce a degree of negative reinforcement that leads instead to dependence.
17. Encourage the child to work up to his fullest capacity, building upon experiences that give him self-confidence and self-discovery.

18. The child's development and learning will be enhanced by a feeling of security, acceptance, and confidence. School services facilitate learning through appropriate curriculum, instruction, and guidance. The cooperation of parents, teachers, and various other professionals will further the child's development.

## SCHEDULING FOR THE PRESCHOOL HANDICAPPED

In any worthwhile educational program, scheduling becomes a key consideration. With preschool children, flexibility should be an important component in determining and implementing the schedule. The school program must be well-suited to the individual needs of the children in the classroom, and much innovation and creativity on the part of the teacher is necessary. From a review of two key preschool publications (Amer. Acad. Pediatrics, 1971; Assoc. Supv. Curr. Dev., 1968), and observations of various preschool programs in operation, suggested daily schedules have been devised for (1) Infants Unable to Creep; (2) Infants Able to Creep; (3) Toddlers; and (4) Preschoolers.

### INFANTS UNABLE TO CREEP

### 8:15 to 8:45 - Teacher Preparation

### 8:45 to 9:00 - Arrival

The teacher must give the child an opportunity to make a gradual transition from his mother to his mother substitute.

### 9:00 to 9:15 - Individual Gross Motor Activities

The teacher should encourage movement of the large muscles of the arms, legs, head, and trunk. Children with physical disabilities should receive special therapeutic exercises if necessary.

### 9:15 to 9:30 - Care of Physical Needs

This segment includes diaper changing and/or toilet training activities. A snack may also be served to the children.

### 9:30 to 9:45 - Language Development

The teacher should hold the infant in a position which allows him to view and imitate her facial expressions as she sings and talks to him.

### 9:45 to 10:00 - Independent Self-Discovery

The child may at this time be placed in front of a large, unbreakable mirror, and given a few toys to manipulate and explore.

### 10:00 to 10:15 - Outdoor Play and Going Home

The teacher should direct the child's attention to large objects in the environment (car, house, tree) as she names them.

## INFANTS ABLE TO CREEP

### 8:15 to 8:45 - Teacher Preparation

### 8:45 to 9:00 - Arrival

### 9:00 to 9:15 - Gross Motor Activities

The teacher should give the child an opportunity to explore and manipulate such materials as a large tunnel, large balls, plastic toys, etc.

### 9:15 to 9:30 - Care of Physical Needs

### 9:30 to 9:45 - Language Development

The teacher may sing to the children, read picture books, show pictures, play records, and talk about objects of interest.

### 9:45 to 10:00 - Self-Discovery

The child should be encouraged to observe his movements and actions in a mirror.

### 10:00 to 10:15 - Outdoor Play and Going Home

## TODDLERS

### 8:15 to 8:45 - Teacher Preparation

### 8:45 to 9:00 - Arrival and Care of Physical Needs

For the toddler, this is an excellent time for toilet training activities.

### 9:00 to 9:15 - Gross Motor Activities

The child may be given large objects to explore and manipulate, or group exercises may be initiated by the teacher.

9:15 to 9:45 - Fine Motor Activities

Interest centers should be available for the child to select activities or be guided to them by the teacher such as crayoning, clay, puzzles, building blocks, etc.

9:45 to 10:00 - Language Development

The children should be encouraged to participate in activities such as show-and-tell, finger plays, nursery rhymes, singing, etc.

10:00 to 10:15 - Outdoor and Going Home

Playground equipment should be available, and the child should be encouraged to participate in various gross motor activities.

PRESCHOOLERS

8:15 to 8:45 - Teacher Preparation

8:45 to 9:00 - Arrival and Care of Physical Needs

Self-help skills such as removal of outer garments and toilet activities should be encouraged.

9:00 to 9:15 - Opening Exercises

This time segment should include such activities as roll call, flag salute, weather charts, seasons, month, day, date, etc.

9:15 to 9:25 - Language Development

The child should be encouraged to participate in activities such as: show-and-tell, finger play, and singing.

9:25 to 9:40 - Perceptual Training and Cognitive Development

The child should be helped in many and varied ways to better perceive and understand himself and his environment.

9:40 to 9:50 - Gross Motor Development

Group activities such as exercises to music, and specific gross motor movements should be encouraged.

9:50 to 10:00 - Fine Motor Development

The child should be encouraged to explore and manipulate various materials which require use of fine muscles, and help to develop eye-hand coordination.

10:00 to 10:15 - Clean-Up, Snack Time, Rest Period

This is an excellent time for the development of self-help and socialization skills.

10:15 to 10:45 - Free Play, Individual, Small Group Instruction

While the rest of the class is engaged in free play activities, the teacher may help individual, or small groups of children in areas of specific weaknesses, while the teacher's aide supervises the rest of the children.

10:45 to 11:00 - Storytime, Role Play, Puppet Activities

11:00 to 11:30 - Outdoor Play

11:30 to 11:45 - Preparation to Go Home and Dismissal

## FACILITIES FOR THE PRESCHOOL HANDICAPPED

A publication entitled, Environmental Criteria: MR, Preschool, Day Care, Facilities, has recently been published by the College of Architecture and Environmental Design at Texas A & M University (Dept. of H.E.W., 1971). It is based on a comprehensive research project conducted at the Research Center with the primary goal being:

> "studying environmental needs of preschool children...with a view towards establishing a set of guidelines for persons concerned with the planning and design of day care facilities for pre-school children."

It covers valuable information concerning: (1) day care modifications for the handicapped and (2) environmental concerns, e.g. color, light, acoustics, space, flexibility, education and training areas. The following recommendations are made as a result of the Texas research project:

PRESCHOOL FACILITIES SHOULD...

1. be planned to take advantage of existing community resources.
2. provide the basic comforts (lighting, heat, etc.) necessary for productive child growth.

3. be flexible to allow for expansion on the site - both on the interior and exterior spaces.

4. have furniture and equipment scaled to the child; be safety constructed, and easy to move.

5. have fixtures and hardware (doorknobs, drinking fountains, toilets, windows, mirrors, etc.) of appropriate height and location for effective utilization by the children.

6. be designed for maximum use by both the teacher and child: wall surfaces should provide areas for various types of displays (bulletin board, chalkboard, flannel board, pegboard, etc.) floor surfaces should be warm, free of drafts, partially carpeted, and have a vinyl covered area for arts/crafts, and gross motor, ceilings should provide adequate lighting, reflection, and sound absorption.

7. have ample spaces to allow for flexible arrangements by children in order to create their own learning environment - both large and small group activities, and individual activities.

8. use color purposefully to create atmosphere, stimulation, and aesthetic value.

9. consider outdoor play areas as an integral part of the program and receive adequate planning.

10. realize infant care as a growing, necessary service to be provided by these day care services in the future.

11. realize that parental and community involvement is needed, and space should be provided for these community groups to effectively contribute to the over-all program objectives.

The publication Environmental Criteria: MR, Preschool, Day Care Facilities is available from either of these two sources: Research Center, College of Architecture and Environmental Design, Texas A & M University, College Station, Texas 77843 or Department of Health, Education, and Welfare, Social and Rehabilitation Service Administration, Division of Mental Retardation, Washington, D.C.

## ROLE OF PARAPROFESSIONALS

The recent introduction of paraprofessionals into preschool and elementary school programs has allowed the credentialed teacher to delegate many of her tasks that could be done capably by a person with less than professional status. According to C.M. Schmitthausler (1969), paraprofessionals are divided into two categories.

The first type of paraprofessional is a classroom assistant. He has successfully completed one-half of a university-level curriculum leading to a special credential in early childhood education, and has had satisfactory experience as a teacher aide.

The second type is a teacher aide without any advance academic or formal education. This is the one who has personal qualities that foster participation on the instructional team of the classroom or learning center.

It is most important that a good rapport between the teacher and aide be established. This will lead to a more cheerful environment for all. The aide is an essential part to any ECE program especially those dealing with the handicapped. Qualities of patience, understanding, consistency, creativity, and industriousness are desirable in an aide.

It is the teacher's responsibility to make clear her expectations of the aide, to define the aide's duties, to guide and consult with the aide in her work in the handling of the children. Together, they should exhibit a supportive team approach.

For further, more detailed information regarding the paraprofessional consult the Teacher Aide Handbook for Early Childhood Education of the Handicapped. (MSC, 1973).

## THE PRESCHOOL CHILD - NORMAL OR HANDICAPPED?

The question of what is a "normal" and what is a "handicapped" preschooler comes into focus in a discussion of Early Childhood programs. Chronologically, a preschooler can be described as a child under the age of five years and six months. Educationally, preschool programs are those which are offered prior to usual school entrance time.

An exceptional or handicapped child is one who deviates from the average or normal child (1) in mental characteristics, (2) in sensory abilities, (3) in neuromuscular or physical characteristics, (4) in social or emotional behavior, (5) in communication abilities, or (6) in multiple handicaps to such an extent that he requires a modification of school practices, or special educational services, in order to develop to his maximum capacity (Kirk, 1972). More detail on the specific characteristics differentiating between normal and the various handicaps is provided in the Identification Check Lists in a later section of Part I of this Guide.

A normal child is usually healthy at birth. He has no physical abnormalities and few problems, if any, with vision, hearing, and motor development. His maturation processes continue in a predictable fashion. From the time he is an infant, the normal child makes optimum use of his body and senses to explore his environment and gain concepts about himself. The normal child is full of boundless energy which he puts to good use in discovering, exploring, and testing his world and the people in it.

The early years of handicapped children are often different from those of the normal child, and these differences may manifest themselves in the intellectual, social, and emotional areas of the handicapped child's growth and development. The young handicapped child presents a picture of uneven and incomplete development. Depending on the type and degree of his handicap, it may have a consequent effect on his physical growth, his knowledge of the environment, his concept of himself, and his relations with others. Educationally, this may mean that the handicapped child will require a preschool program with special adaptations of personnel, curriculum, and materials.

As educators, we must always remember that although the exceptional or handicapped child differs from the normal child in some ways, he still has and needs to express his individuality. He must be helped to adjust to the school situation within the framework of his handicap. The preschool handicapped child must be educated and trained in a manner which carefully considers his handicap and capabilities.

As teachers, we have perhaps too strong a tendency to categorize children. We would do much better to look upon a child -- not as a "handicapped child", but rather as a normal child with a handicap. It is true that these children represent the epitome of the concept of individual differences. Working within this framework, we can view our students as uniquely developing human beings, not merely as cerebral palsied children, brain injured children, or emotionally disturbed children. As educators, we therefore have the opportunity to create a highly individualized program based on the needs that all children have for certain developmental experiences and on the knowledge that, in many cases, a child with a handicap has been deprived of some of those experiences. Perhaps Viktor Lowenfeld expressed it best when he stated:

> Keep in mind that it is our basic philosophy to develop in every human being his uppermost potential creative ability regardless of the degree of his handicap. (Schattner, 1971)

## IDENTIFICATION AND DIAGNOSIS

Identification of preschool handicapped children is a new and difficult task. Traditionally, most handicapped children are diagnosed as such during the early school years. However, the educator is now challenged with identification of handicapped children before they are of compulsory school age.

Parents are probably the best source for the identification of the preschool handicapped. According to Smith and Solanto (1972), parents are more cooperative in discussing and evaluating their children at an early age than they are at subsequent stages of their children's education. Children who manifest a serious disability, such as the crippled, blind, or severely retarded, are easily identified by parents and medical specialists. However, the less severely retarded and handicapped often go undetected.

A good parent education program would be advantageous in the identification process. Child development seminars could be presented to parents where deviations from normalcy could be discussed. State child welfare offices could also disseminate information to their clientele. In short, all avenues of communication should be open to assist in the identification of the preschool handicapped.

Recent litigation (Weintraub, 1972) instigated by the Pennsylvania Association of Retarded Children concerning the right to education for the retarded has added impetus to early identification of all handicapping conditions. Mass media such as television, radio, and newspapers carry advertisements asking individuals to report handicapped persons so that they may be helped. Ultimately, however, the burden of locating all handicapped children is placed on the Intermediate Units throughout the state.

School psychologists, social workers, child welfare personnel, as well as medical doctors and nurses are aware of handicapped children through working with them, their parents, or siblings. They gather observation data and report their findings to the proper officials.

In light of recent evidence, early identification is very important. Even in those conditions where the children will have a serious disability all their lives, early diagnosis and intervention provide them with an opportunity for their potential growth and development.

The *Identification Check Lists* in the next section will aide teachers and others in the detection of existing disabilities in preschool age children as well as those children already in the classroom.

The step following identification, that of diagnosis, is critical in the development of curricula for preschool handicapped children. Kirk and Johnson (1951) have pointed out that traditionally, handicapping conditions have not been diagnosed until the child has experienced consistant failure in school. Either the problem is not diagnosed until that time, or the use of diagnostic instruments is not suited to young children. If the concept of critical developmental periods of early childhood learning is valid, it is essential that handicaps be diagnosed as early as possible. With the increase in the number of preschool programs of all kinds, educators and psychologists will gradually gain the experience necessary for early diagnosis of handicaps. With this experience will come the knowledge of useful and appropriate diagnostic instruments. Many useful tools have already been developed (see Part III of this *Guide*).

Kirk and Johnson (1951) have stressed the concept of diagnosis as the study of "the whole child". Complete assessment of the child's development and potential should include: (1) a psychometric examination for level of mental ability; (2) a medical exam to indicate possible etiology and need for medical treatment; (3) a social and personality study to assess needs; and (4) an educational exam to determine the existence of mental retardation or other learning disabilities. The results of these examinations should become a part of the complete case study of the child. The case study should also include a history of the development and problems of the child, parent and sibling attitudes toward him, eating and playing habits, and special disabilities in intellectual or emotional traits. The importance of obtaining critical observational data from family members, teachers, physicians, and so forth, cannot be overemphasized. These data are essential for effective diagnosis. Detailed guidelines on the preparation of a case study for a preschool handicapped child are provided in Part III of this *Guide*.

Cruickshank and Johnson (1971) indicate the importance of a concept closely related to the study of the whole child. They stress the use of team diagnosis in implementing selective placement of the handicapped child. Team diagnosis involves groups of professionals working closely together to determine a child's areas of strength and weakness. Through this team diagnosis, would come suggested placement or services which would best fit each child, such as a residential school, a community special school, special class, resource room or itinerant teacher. This diagnostic process requires different assessment procedures for children with different kinds of problems. For example, the process for a blind child would include a physical by an opthalmologist, examination of speech and hearing by a speech pathologist and an audiologist, examinations by pediatric and psychological specialists and a report from an otologist. Special problems would be encountered in diagnosing a child with cerebral palsy. In this case, the process would involve a pediatrician, a psychologist, a neurologist, an opthalmologist, an otologist, a social case worker, physical occupational, and speech therapists, and educators. A similar process would be necessary for epileptics, aphasics, or other neurologically impaired children. These examples indicate the variety of professional services necessary for proper diagnosis. The professionals in these cases should meet and pool their information. The educators and administrators must then decide how the final selective placement in an educational program is to be conducted and make all decisions relevant to the educational development of the child. In summary, the responsibilities of the educators and administrators in selective placement are: (1) to gather data from a wide variety of professionals; (2) to hear each professional's report; (3) to gain recommendations from each of the professionals; (4) make final decisions about educational placement and program.

For the educator, the problem of diagnosing specific learning disabilities is of particular importance. Kirk (1972) has summarized the process into five stages for systematic diagnosis. The first stage involves the administration of mental ability tests to determine the child's general or specific area of deficit. The second step involves a careful behavioral description of the problem. The third step involves the team diagnosis discussed above. The latter two stages lead to the fourth stage, that of a "diagnostic hypothesis" concerning the cause and developmental history of the problem, along with specifying the actual disabilities. The final stage consists of organizing a remedial and/or educational program according to the specifications of the fourth stage.

Recently, several authors have discussed problems encountered in diagnosing handicaps. Frierson and Barbe (1967) have remarked that diagnostic reports sometimes indicate treatments for both the observed symptoms or disabilities and the underlying causes or disorders of learning problems. But it is important to realize that diagnosis does not always indicate exact causes. Educators should make every attempt to remediate symptoms until causes are determined. Diagnosis should not stop at describing symptoms if it does not have to, but remediation need not be delayed in lieu of causal diagnosis. A second problem in diagnosing handicaps is discussed by Kirk and McCarthy in a recent book (Frierson & Barbe, 1967). These writers emphasize the difference between classificatory and diagnostic instruments. Intelligence tests, such as the Stanford-Binet-Wechsler scales, are used to label a child as a member of a particular set, group, type, or category. In contrast to these classification instruments, a diagnostic tool, such as the Illinois Test of Psycholinguistic Abilities, involves assessment conducted in such a manner as to facilitate development of an educational or remedial program. In true diagnosis, batteries of tests or subtests are used rather than single tests, so that specific areas for remediation can be determined.

Ideally, specific handicaps should be diagnosed as early as identification can be made. In reality, problems in identification and instrumentation often make early diagnosis difficult or impossible. Early diagnosis, however, will increase as the number of children involved in preschool programs grow. With this expansion will come an increase in effective diagnostic tools for preschool children. Educators can, with the help of available and usable psychometric instruments, diagnose certain intellectually and academically oriented problems. But complete diagnosis requires many kinds of specialists using varied and sophisticated diagnostic tools. Though many professionals are involved in team diagnosis, educators and administrators retain the responsibility of selective placement and development of a program to meet the specific needs of preschool handicapped children. When teams of professionals have been unable to determine the causes underlying symptomatic behaviors, the educator must still attempt to treat those behaviors.

Proper diagnosis should indicate the developmental level of the child and at the same time, facilitate the development of remedial and educational programs that "fit" the child. Diagnosis of deficits in very young children may present some special problems. Rapport is often difficult to develop and maintain, yet is essential to proper diagnosis. Rapid development is also characteristic of preschoolers and often lessens the reliability and validity of psychometric instruments. Educators and other professionals should be cognizant of these difficulties, but should make every effort to overcome them and make the earliest possible diagnosis and intervention.

## IDENTIFICATION CHECK LISTS FOR EARLY CHILDHOOD HANDICAPS

Since education takes up such a large portion of a child's life, plus more importantly, helps to determine the child's future, it is of utmost importance that the child have everything possible working for him. This means the correction of any existing handicap that the child may possess. Children begin to learn very early in life and so early detection is vital. In view of this, several check lists for handicaps have been composed to help teachers as well as parents detect existing disabilities early in life. The check lists are presented in the next several pages of this Guide.

The check lists should not be used as definite, positive proof of a handicap but rather as an indication of a possible problem and professional help should be sought through the referral process. The check lists have been developed from the professional literature (Dunn, 1963; Kirk, 1972; Kough & DeHaan, 1955) and the experiences of the workshop participants.

These guidelines are suggested in the use of the check lists:

1. Does the child differ markedly in a given set of characteristics when compared to children of like age? If so, check appropriately according to the instructions given.

2. When in doubt about the suspected status of a child, referral for further evaluation would seem to be a constructive step. With the young handicapped one might better be criticized for over-referral than under-referral.

3. Check lists such as these are at best only screening devices.

4. The format of the check lists has been designed to make them functionally useful in a variety of preschool, early childhood, and home-based settings.

## IDENTIFICATION CHECK LIST
## BEHAVIOR DISORDERS

Guidelines: (1) Be a careful observer; (2) Does the child differ markedly in these characteristics when compared to children of like age?; (3) If so, check appropriate items; (4) Double check extreme problems

______ 1. Changes in routine are disruptive.

______ 2. Has tantrums or reacts with explosive anger when disciplined.

______ 3. Has phobic-like responses.

______ 4. Has ritualistic behavior patterns.

______ 5. Enuresis or urinating in inappropriate places.

______ 6. Is withdrawn or won't participate.

______ 7. Is irresponsible, defensive, or blames others.

______ 8. Is overly inhibited, withdrawn, or shy.

______ 9. Has problems in attending.

______ 10. Seeks excessive attention.

______ 11. Has a "me first" attitude.

______ 12. Has a negativistic "I won't" attitude.

______ 13. Demonstrates bizarre or eccentric behaviors.

______ 14. Has difficulty in building and/or maintaining interpersonal relationships.

______ 15. Has physical symptoms, pains, or fears associated with personal or school problems.

______ 16. Often has mood swings, is unhappy or depressed without apparent reason.

______ 17. Isolates self without activitiy or prefers solitary play.

______ 18. Is seen negatively by self or peers.

______ 19. Demonstrates infantile behavior.

______ 20. Appears preoccupied or is given to daydreaming.

## IDENTIFICATION CHECK LIST
## CRIPPLING CONDITIONS

(after Kough & DeHaan, 1955)
Cartwright & Cartwright

Guidelines: (1) Be a careful observer; (2) Does the child differ markedly in these characteristics when compared to children of like age?; (3) If so, check appropriate items; (4) Double check extreme problems

_____ 1. Shows observable physical disability ...

- _____ Postural problem
- _____ Club foot
- _____ Curvature of spine
- _____ Motoric (movement) problems
- _____ Abduction or adduction of feet
- _____ Scissor-like gait
- _____ Wears braces

_____ 2. Has poor motor control or coordination.

_____ 3. Walks with limp or with awkwardness.

_____ 4. Shows signs of pain during exercise.

_____ 5. Has jerky or shaky motions.

_____ 6. Has defects which interfere with normal function of the bones, muscles, or joints.

_____ 7. Inadequate bi-lateral balance.

### NOTES

# IDENTIFICATION CHECK LIST
## HEARING HANDICAP

Guidelines: (1) Be a careful observer; (2) Does the child differ markedly in these characteristics when compared to children of like age?; (3) If so, check appropriate item; (4) Double check extreme problems

____ 1. Speech Characteristics:

- ____ Any speech impairment, particularly difficulty in pronouncing high frequency sounds such as "s", "sh", "z", "ch", and "h".
- ____ Unusual inflection such as a constant monotone or mumbling.
- ____ Habitually speaking too loudly or too softly.

____ 2. Behavior Characteristics:

- ____ Frequent requests to have directions or questions repeated.
- ____ Unusual difficulty in following verbal directions.
- ____ Failure to respond when called on in class.
- ____ Inappropriate or irrelevant answers.
- ____ Less apparent difficulty when facing the speaker.
- ____ Tendency to watch a speaker with unusual intensity.
- ____ Frequently watches others before beginning a task and a tendency to copy or imitate actions of others.
- ____ Scholastic achievement below level of apparent ability.
- ____ Difficulty in locating the direction from which another is speaking.
- ____ Frequently interrupting others without realizing he is doing so.
- ____ Disinterest in casual conversation.
- ____ Appears to be inattentive and bored with what is going on around him.

____ 3. Physical Characteristics:

- ____ Habitual turning, "cocking" or cupping and ear toward the speaker.
- ____ A strained or bewildered expression on face for no apparent reason.
- ____ Appearance of being under constant tension and seeming to tire easily.
- ____ Complains of earaches or buzzing or ringing in ears.
- ____ Has any discharge from the ear.
- ____ May be hyperactive and do better in a noisy environment.
- ____ More than normal use of hands in conversation.
- ____ Faulty equilibrium - difficulty in maintaining balance, particularly in the dark or when blindfolded.

# IDENTIFICATION CHECK LIST
## LEARNING DISABILITY

Guidelines: (1) Be a careful observer; (2) Does the child differ markedly in these characteristics when compared to children of like age?; (3) If so, check appropriate items; (4) Double check extreme problems

____ 1. Disorders of Motor Activity:

____ Hyperactivity - restless motor activity such as shuffling the feet, tapping a pencil, twisting and squirming.
____ Hypoactivity - extremely slow in actions.
____ Perseveration - continuous behavior when it is no longer appropriate. The child will have difficulty in shifting from one task to another.
____ Incoordination - The child may appear awkward or clumsy, in both fine motor performance or over-all coordination.
____ Mobility - The child may drag his feet or exhibit homolateral walking pattern.

____ 2. Emotional Disorders:

____ Emotional Instability - This may be due to the child's perceptual, motor, or symbolization problems.
____ Poor self-concept due to repeated failures.
____ Instability of Performance - A skill that appears to be mastered on one day will be approached as for the first time on the next.
____ Impulsivity - The child is unable to control impulses regardless of the situation or possible consequences.
____ Low frustration tolerance - If the child does not meet immediate success, he may attack, verbally or physically, the person or situation responsible.

____ 3. Perceptual Disorders - The inability to recognize and interpret external stimuli either visually, auditorally or tactile - kinesthetically.

____ Disorder of body image.
____ Poor figure ground perception.
____ Dissociation - response to pieces of stimulus.
____ Reversals
____ Poor eye - hand coordination
____ Lack of fusion while following a moving target with eyes.

____ 4. Symbolization Disorders:

____ Difficulty in dealing with oral instructions.
____ Reads slowly and awkwardly - both orally and silently.
____ Language may be inappropriate or disjointed.
____ Written language may not be concise or meaningful.

## IDENTIFICATION CHECK LIST
## LEARNING DISABILITY

(cont.)

_____ 5. Attention Disorders:

_____ Distractible due to short attention span.
_____ Excessive attention which is similar to perseveration.

_____ 6. Memory Disorders:

_____ Poor short - term memory
_____ Poor long - term memory
_____ Poor sequential memory

_____ 7. Miscellaneous Characteristics:

_____ Discrepancy between potential achievement as indicated on standardized tests, and actual performance level of the child in the classroom.
_____ Unusual discrepancy between verbal and performance scores on standardized I.Q. test.

## IDENTIFICATION CHECK LIST
## MENTAL RETARDATION

Guidelines: (1) Be a careful observer; (2) Does the child differ markedly in these characteristics when compared to children of like age?; (3) If so, check appropriate items; (4) Double check extreme problems

...... 1. From health history or parent interview determine if any of the following conditions have existed:

...... Premature birth.
...... Prolonged pregnancy.
...... Low birth weight.
...... Stressful birth.
...... Dehydration.
...... Malnutrition.
...... Jaundice.
...... Rh incompatibility.
...... Convulsions.
...... Head injury.
...... Anoxia.
...... Classified as a "very good baby" because of inactivity.
...... Mother's age beyond "normal" child bearing.

...... 2. Vocabulary is limited.

...... 3. Immature or slow in attaining developmental landmarks.

...... 4. Exhibits a general lack of response to the environment.

...... 5. Coordination is poor, clumsy.

...... 6. Attention span is short.

...... 7. Has difficulties in concentrating.

...... 8. Is easily distracted.

...... 9. Is hyperactive or hypoactive.

...... 10. Slow to catch on or needs many repetitions.

...... 11. Prefers playmates younger than self.

...... 12. Reaction patterns are slow.

...... 13. Makes no response or inappropriate response.

...... 14. Has frequent or unwarranted emotional outbursts.

...... 15. Is slow in making associations.

...... 16. Tends to become confused easily.

...... 17. Has difficulty in following directions.

## IDENTIFICATION CHECK LIST
## MENTAL RETARDATION

(cont.)

______ 18. Transfer of learning is poor, or has difficulty in making generalizations.

______ 19. Demonstrates rigid behavior patterns.

______ 20. Is imitative, not resourceful.

______ 21. Needs much direction and supervision.

______ 22. Dull, lack of general awareness of environment.

______ 23. Needs routine, repetition, and structure.

## IDENTIFICATION CHECK LIST
## SPEECH HANDICAP

Guidelines: (1) Be a careful observer; (2) Does the child differ markedly in these characteristics when compared to children of like age?; (3) If so, check appropriate items; (4) Double check extreme problems

...... 1. Substitutes one letter for another (wabbit for rabbit, thop for stop, etc.)

...... 2. Omits sounds from words (i for is, is for this, etc.)

...... 3. Adds to words (happle for apple, etc.)

...... 4. Lacks distinctness of voice; mumbles.

...... 5. Lacks sufficient volume to be heard.

...... 6. Repeats initial sounds (tttop, cccat, etc.)

...... 7. Tries hard but no sound comes out.

...... 8. Shows excessive eye blinking, gestures, grimaces, and other body motion while talking.

...... 9. Has a lisp.

...... 10. Draws adverse attention to himself because of his speech.

...... 11. Cannot discriminate among various pitches.

...... 12. Cannot produce and duplicate a given pitch.

...... 13. Does not inflect voice appropriately.

...... 14. Has spontaneous change of inflections and pitch.

...... 15. Intensity difficulties, i.e. changes in volume.

...... 16. Voice range, whispering to shouting, is poor.

...... 17. Lowered intelligibility of speech due to misarticulation.

...... 18. Lowered intelligibility of speech due to lapses in grammar and syntax.

...... 19. Speech unpleasant to the listener.

NOTES

# IDENTIFICATION CHECK LIST
## SPECIAL HEALTH PROBLEMS

(after Kough & DeHaan, 1955
and Cartwright & Cartwright)

Guidelines: (1) Be a careful observer; (2) Does the child differ markedly in these characteristics when compared to children of like age?; (3) If so, check appropriate items; (4) Double check extreme problems

...... 1. Appears very easily fatigued.

...... 2. Is abnormal in size to detriment of participation in group; is subject to ridicule.

...... 3. Seems excessively restless and overactive.

...... 4. Is extremely slow and inactive.

...... 5. Is usually breathless after exercise.

...... 6. Is subject to frequent dry cough; complains of chest pains after physical exertion.

...... 7. Flushes easily; has a slightly bluish color to cheeks, lips, and/or fingertips.

...... 8. Is subject to low-grade fevers; frequent colds.

...... 9. Experiences recurrent seizures.

...... 10. Is extremely inattentive.

...... 11. Faints easily.

...... 12. Complains of pains in arms, legs and/or joints.

...... 13. Is excessively hungry and thirsty.

...... 14. Walks with unusual gait.

...... 15. Tilts head.

...... 16. Climbs stairs with difficulty.

...... 17. Stands with unusual posture.

...... 18. Complains of backaches.

...... 19. Falls frequently.

NOTES

# IDENTIFICATION CHECK LIST
## VISION HANDICAP

Guidelines: (1) Be a careful observer; (2) Does the child differ markedly in these characteristics when compared to children of like age?; (3) If so, check appropriate items; (4) Double check extreme problems

_____ 1. Physical problems

    _____ red-rimmed, bloodshot, watery eyes
    _____ encrusted, swollen eyelids
    _____ rolling or rubbing of eyes
    _____ excessive blinking
    _____ blocked tearducts

_____ 2. Complaints of:

    _____ dizziness, blurring, double vision
    _____ headaches, pains in the eyes, nausea

_____ 3. Strabismus (cross-eyes, lack of alignment of eyes)

_____ 4. Nystagmus (rapid, rhythmic, side-to-side movement of the eyes)

_____ 5. Frequent sties

_____ 6. Peripheral difficulty

_____ 7. Appears to be daydreaming

_____ 8. Lack of normal curiosity regarding objects visually presented.

_____ 9. Lack of response to facial expression of others.

_____ 10. Awkwardness with regard to eye-hand coordination activities.

_____ 11. Tilting of head to one side.

_____ 12. Difficulty estimating distances.

_____ 13. Unable to distinguish color differences.

_____ 14. Distortion of face when using eyes (frowning, squinting, closes one eye)

_____ 15. Holds visual work at abnormal distance.

_____ 16. Fails to see, or runs into objects not in his direct line of vision.

_____ 17. Walks in overly-cautious manner (falters, hesitates, stumbles)

_____ 18. Unduly sensitive to variations of light levels.

_____ 19. Overly dependent on other senses.

## HOME AND FAMILY PROGRAMS

The proper preparation and involvement of parents of the preschool handicapped in relation to the emotional and educational well-being of their children consists of these four areas:

1. Parent Education
2. Family Counseling
3. Home Visits
4. Tutoring

In order to provide a better understanding of each area, they will be discussed separately in the next four sections of this Guide.

### Parent Education

In early childhood education for the handicapped, parent education is the process of providing information to the parents of the young handicapped. This is in contrast to parent counseling which involves psychiatric and/or therapeutic intervention with the parents in order to resolve generalized problems and concerns arising from the presence of a handicapped preschooler (Dybwad, 1966). The A.I.M.s of parent education in early childhood handicap are:

1. Awareness: Parental awareness of their child's needs, potential, and limits.

2. Information: People and agencies that will educate the parent to services, clinics, schools, home helpers, etc. that will help the parent realize and insure their child will develop to the fullest of his potential.

3. Movement: To change the learning environment of their children in school and at home. So the parents may help their child and others to get the right to early education they deserve and should have.

The A.I.M.s of parent education were stressed by Gunnar Dybwad in a speech given at the Town Hall, Oxford, September, 1966. Paraphrasing Dybwad, it was pointed out that parents of the preschool handicapped must be aware of: (1) What is handicap and what is the difference between handicap and normal? (2) What do these terms mean to me and my child? (3) Is my child curable or incurable? (4) What can children who have such labels learn? (5) What do experts from various professions know today that would entitle them to make predictions for me? (6) What are some of the needs of these children, and above all, in what ways are they like other children (rather than unlike other children)?

He further stated that "... parent education is the first step-straightforward, good sound education on the new principles we have developed about learning, exactly the kind of methods which we are using now in business and the professions to convey new information to people. This can be provided quite easily and it should be one of the main responsibilities of the public departments working in this area."

How does a teacher implement educating a parent? One way is by supplying him with good, informative, but easy reading material. Short magazine articles or pamphlets that discuss his child's handicap should come first. Many of these are listed in Part III of this Guide.

Another media for parent education is a parent meeting. Films and speakers can reach many parents and their friends through organized school meetings or social gatherings. If a teacher really wants good parent attendance, slides or movies of their children should be shown at the first meeting.

Letting parents use the materials you use in school can involve instruction in them. The establishment of a parent-child library similar to the program established by Nimnicht (Parker, 1972) could be valuable. The toys could be demonstrated at the parent meeting and each parent attending could be allowed to borrow one for use with his child.

Organizing field trips to other facilities or incorporating parents into your volunteer program may really get them involved. Do not limit a parent to working with his child only but covering as many as he can will greatly increase his scope of knowledge.

Finally, some programs are now being conceived that will enable a teacher, social worker or some trained person to work with parents in their home. This should not be confused with home visits, which are primarily for the teacher or with tutoring, primarily for the child. These are discussed a little later.

## Family Counseling

The early childhood teacher who has established rapport with the children's parents can be in a position to counsel parents and siblings and should be knowledgeable of community services so that she can refer them to physicians, diagnostic clinics, marriage counselors, legal advisors, or public health nurses as the need arises. The teacher who is active in her community will know qualified people in key positions. Much of this counseling should involve the total family and the teacher's help can again be focused in several directions.

If a parent can observe his child in a group setting, with proper guidance from the teacher, he can better understand his child's functional limitations and also appreciate his child's potential for compensating. This can help him in setting realistic goals for his child. After observing his own child in a group setting, a parent might go on to work with another child who has the same disability but with whom he is not emotionally involved. Through this activity he may more readily welcome and encourage progress in his own child. (Dybwad and LaCrosse, 1963)

In direct counseling with parents, teachers should avoid psychological techniques that they are not trained to use. They should, however, be frank and open with parents, recognizing the parent's self-worth as an important factor and seeking to build a mutual understanding and respect. Under the direction of Letha L. Patterson, parents compiled ten suggestions for professional people who are trying to help families face the problems of a handicapped child.

1. Let us know what the problem is as soon as possible; admitting it when you do not have all the answers.

2. Talk with both parents at the same time.

3. Use language we can understand.

4. Encourage us to understand that this is OUR problem. We can only have peace of mind if we work through to the solution ourselves, with your guidance, of course.

5. Guide us in understanding our problem.

6. Know what resources are available for us.

7. Do not put us on the defensive. Everyone makes mistakes in rearing children.

8. Remember we are just people and do not generalize about parents of retarded children.

9. Remember that you are the professionals; and we are parents who will always be emotionally involved.

10. Do not place so much emphasis on "objectivity" that you forget "loving kindness". (Rothstein, 1971)

Parent groups can be as helpful in counseling parents as parent meetings in educating. Their structure, however, should be less formal in order to allow free flow of conversation. In other words, parents do their own counseling. For a group of mothers who were reticent to talk in a group or avail themselves of services, Mrs. Everhart from Crippled Children's Society in Williamsport, Pennsylvania started a ceramic class. In no time the mothers were communicating meaningfully and making beautiful ceramics besides. This could be used many times over for children, teenagers, family groups and perhaps involving the handicapped child himself, in many different media.

Often the teacher's job will be that of referring the parents to professional persons or agencies. And some teachers may be called on to help a family decide whether or not to institutionalize a child. In these cases all families must be handled individually and all members of the family taken into consideration. The teacher should know what help is available, assist with appointments or arrange transportation if necessary. He or she should thoroughly discuss all the pros and cons of the problem but not interfere with the parent's decision. It is theirs to make and the teacher should stand by to help them make the best of whatever decision they make.

## Home Visits

The primary purpose of home visits is to help the visitor gain insight into the home life of the child by interaction with the child's family. This interaction will hopefully aid the teacher in guiding the child to perform to his maximum potential.

All visits that are made by a home visitor should be made in order to better determine what type of modified program or handling procedure will enable the pupil to grow and function at his fullest level. The number of home visits made in a given period of time depends on the individual circumstances. Visits should be made as often as necessary to benefit the child.

When making a home visit here are some specific objectives to keep in mind:

1. To learn more about the child's family environment and his parent's attitude toward him and his education.
2. To communicate with parents by exchanging known information on his behavior.
3. To inform parents about their child's progress and problems in school.
4. To make suggestions or to direct parents in ways to handle or help their child at home.

Home visits are usually made by the teacher, however, recently there has been an increase in the use of home visiting-aides. Home visiting-aides may work as mediators between parents and teacher or work directly with parents.

The largest portion of home visits are made by individuals who work in the preschool areas. This may be due to the current trend in family involvement in early childhood education. When planning a home visit the visitor should contact the family either by phone or letter so that a mutually convenient appointment can be arranged. The visitor should always be prompt and courteous. She should contact the parents as soon as possible if she is unable to keep the scheduled appointment. During the visit several basic guidelines can be used:

1. Listen to the parents, find out what their questions are. Talk over the problems they have with their child.
2. Be prepared to answer specific questions about the individual child. Do not give the parents any facts about the child that would not help them to understand or handle their child.
3. Discuss possible ways or methods of dealing with the child and his individual weakness.
4. Remember to speak to the parents on their own level. Use terms that they are able to comprehend.
5. Keep detailed reports of each home visit. State such facts as time, circumstance, parent's attitude and their actions and reactions. Note the general trend of the interview and any other observations that will be beneficial in understanding or relating to the child.

Remember that it is the parent's home and his privacy should be respected. Many tactless home visitors have alienated parents from the school and thus made the teacher's job harder.

### Tutoring

Tutoring is an important dimension of home and family programs for the preschool handicapped. Tutoring may be regarded as a one-to-one relationship between child and adult in an instructional setting of sorts (Parker, 1972). There are three distinct types of tutoring. They are (1) remedial tutoring, (2) enrichment tutoring, and (3) supplemental tutoring.

In the case of remedial tutoring a child usually shows difficulty in a specific subject area of school. The parent sees the need for the child to have help outside of the school walls and engages a tutor. Remedial tutoring provides work in addition to the regular work expected. This type of tutoring deals with the learning disabled child, possibly the "slow" learning child or the one who has trouble "getting it" the first time.

Enrichment tutoring is less familiar than that of remedial. A child expresses a strong interest in some area. The parent encourages and helps to facilitate this by providing a tutor to broaden and extend the child's interest. This is frequently done with the gifted child. Enrichment tutoring provides education beyond the necessary requirements.

Supplemental tutoring provides a program in conjunction with the regular school curriculum. This type is usually provided by a school district as mandated by law (that all children be given the right to education). Generally, supplemental tutoring involves a homebound child - one that cannot attend school due to a physical or mental handicap. This type also deals with the hospitalized and/or the bedridden child.

Since tutoring usually means "going to" the child, it involves home visits. Several advantages are associated with this. First, it allows for close parental involvement. The tutor can work closely with the parents in education, counseling, and enable them to participate with learning experiences. It allows the child to work in a familiar setting and eliminates problems of adjustment to a new environment. In addition to these, it allows the tutor to relate meaningful experiences within the home, i.e. a categorizing activity may use eating utensils - the child separates all spoons into a pile, all knives, all forks, etc.

At the same time many obstacles can be encountered within the home. Distractions for the home routine are almost unavoidable. Ringing phones and door bells, neighborhood children playing outdoors, siblings, television and parental presence can all be very frustrating to a hyperactive, distractable child.

Therefore, guidelines should be established and discussed with the parents. They include the following:

1. Have a specific area in which to work, preferably an isolated room or one where the door could be closed. Avoid "traffic" rooms - the kitchen and recreation room.

2. Have adequate lighting, table and chairs, or similar work area.

3. Have a specific time to begin work. Upon arrival at the home, start "school". The child needs a sense of order and will learn to follow a routine. He knows that when the tutor comes it is time for school. Socialization, discussion of problems, and progress can be discussed with the parent after the child's session is finished.

4. Reduce extraneous noises. Ask parental cooperation with this. Encourage phone calls to be at another time of day. Discourage friends and neighbors from visiting during the tutoring session. This includes siblings' friends. Whenever possible, keep distractions minimal - lowered radio, T.V., etc. An isolated room is preferable - one that has a door that can be closed. If other household members are present, encourage quiet, unobtrusive activity during the "child's hour".

Preschool tutoring for the handicapped child plays an important role in determining and shaping his behavior throughout his life. If the handicapped child can get a "jump" on his deficiency early enough, he may be able to cope more readily with his problem during the years of "formal" schooling. Thus, his handicap becomes less of a burden to him and to others. A blind child needs someone to be his eyes and tell him of his environment - at the same time that he is experiencing feeling, hearing, tasting, and smelling the things around him.

The tutor's role is one of instructor and consultant. It is her job to teach the parent how to make learning experiences for the child meaningful. The tutor may teach the parent how to "play" with the child constructively. She may demonstrate techniques, introduce new and educational toys, and be there to guide and support the parent. Teaching devices need not always be store-bought. Several useful household articles are often just as beneficial, more practical, and less expensive.

Preschool tutoring should emphasize family involvement. Parental interaction is extremely important to the handicapped child. It allows for greater understanding on the part of the parent and a closer bond within the family structure. The tutor gives support and encouragement to the parent, and the parent passes these along to the child. These are fundamental elements necessary for achievement.

## EVALUATION IN PRESCHOOL HANDICAPPED PROGRAMS

Program evaluation is an important but controversial aspect of early childhood education. It is important because it provides sponsoring governmental or community agencies with a measure of program progress and success, and it provides feedback to educators that is needed to improve the program. It has been controversial because of a lack of unanimity among educational psychologists as to which descriptive and experimental research techniques should be used in program evaluation. Evaluation is intimately involved in the diagnostic and treatment (curriculum) aspects of the program. If the original diagnosis is comprehensive, accurate, and meaningful, it serves as a baseline for the later evaluation. Both diagnosis and evaluation go beyond teacher reports and attempt to provide scientific bases for analysis of individual and program progress. Evaluation is directly linked to treatment in the year to year development and improvement of the program. Comprehensive and specific evaluation allows the educator to determine precisely areas of strengths and weaknesses in the program.

Zimiles (1968) has outlined three levels of evaluation. The first level involves an evaluation of the stated program objectives. This level of evaluation should be conducted by an expert who is competent in translating educational and psychological theory into practice. The evaluator is responsible for determining if the goals of the program are coordinated with the goals of preschool education. The theoretical analysis of the program should determine if the goals and operations are differentiated according to the age, developmental level, and cultural backgrounds of the children. Frostig and Maslow (1969) have pointed out that the program should be evaluated with reference to the complexity of original assessment and treatment. Teacher and child differences should be carefully considered.

The second level of evaluation involves the program's mode of operation. The evaluator on this level should be an expert in educational operations. He must determine if the program operations properly fit the goals and objectives. In combination with those goals and objectives, the operations should reflect the application of sound learning principles. The evaluator must also determine whether or not those operations have been properly implemented.

The third level and the one that has generally been emphasized is that of outcome evaluation. The evaluator on this level should be a psychometrician who is expert in sampling, statistics, and educational measurement. This aspect of evaluation has been emphasized because of the growing need for accountability in conducting program development in preschool education. Despite the need for conducting outcome evaluation, the preschool educator should be aware of several deficiencies in this area. Frostig and Maslow (1969) have pointed out the research problems in isolating program effects from extraneous effects. Zimiles (1968) has indicated that outcome evaluators have often only examined the short-term effects of a program because of the inconvenience in determining long-term effects. He has also discussed the problems of the validity of psychometric instruments when used with preschool handicapped children. A third problem listed by Zimiles involves the enormous number of possible program outcomes or effects to be measured. Meeker (1969) emphasizes the latter problem in discussing measurables and unmeasurables in programs for handicapped children. The unmeasurables include aspects of motivation, parent involvement, etc. For example, Kirk (1972) has pointed out that evaluation must involve the determination of the program's ability to assist parents, to help children become more independent socially and economically, and to fulfill the expectations of the parents, educators, and community. Such unmeasurables are generally not included in outcome evaluation.

Zimiles' analysis of the three levels of evaluation have led him to a concept of "operational" evaluation prior to and in contrast to the "absolute" evaluation of pure outcome evaluation. The operational evaluation at the level of evaluating objectives and operations must be conducted in order for outcome evaluation to be effective and meaningful. In contrast to the "objective" stance of the absolute evaluator, the operational evaluator must be intimately involved with the program so that he knows it well enough to include all factors in his assessment. Complete evaluation not only provides the accountability data of absolute evaluation, but also the descriptive data of operational evaluation. This data serves as feedback useful to the educator in improving and developing the program. The balanced view of evaluation presented by Zimiles provides a scientific analysis of a program and also leads to specific program improvements.

In summary, the major responsibility of the classroom teacher is to monitor the evaluation and make suggestions concerning its conduct. The teacher should insist on an operational evaluation of the program, one that provides feedback on curriculum and one that is not expedient or haphazard. For example, if the evaluation is only short-term, any latent effects of the program will not be detected. Despite the research problems involved, every attempt should be made to conduct consistent follow-up of preschool "graduates" which indicates their school progress relative to handicapped children who did not receive special treatment. The teacher can act as a guiding force in insuring comprehensive evaluation.

# PART II

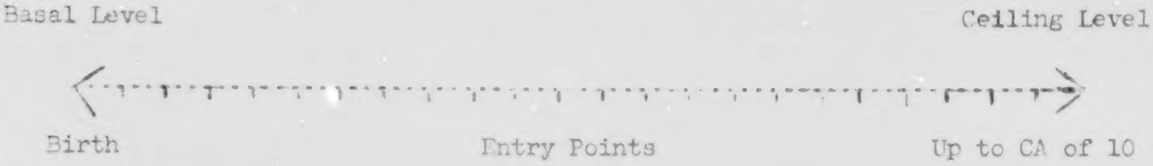
# CURRICULUM MATERIALS
# FOR
# EARLY CHILDHOOD EDUCATION OF THE HANDICAPPED

## CURRICULUM PURPOSE AND CONCEPT

The purpose of this part of the Guide is to provide suggested curriculum materials for use in infant-toddler and preschool programs for the handicapped. Curriculum as used herein refers to,

> ... the whole life and program of the school (preschool) ... to include all the experiences of children for which the school (preschool) accepts responsibility. It denotes the results of efforts on the part of the adults of the community, state, and nation to bring to children the finest, most wholesome influences that exist in the culture (Ragan, 1960).

A concept of curriculum for early childhood handicap may be viewed as an intervention continuum illustrated as follows:



After the preschool handicapped child is identified and diagnosed, his entry to (and exit from) this intervention continuum is based on the application of methods of (1) intensive child study, (2) parent and home involvement, (3) individually prescribed instruction, (4) behavior growth records, and (5) evaluation procedures. The specifics on these methods are presented elsewhere throughout this Guide.

In essence, the operational steps of the intervention program are:

1. Comprehensive knowledge of the preschool handicapped child's characteristics and needs.
2. Determination of concepts and broad skill areas for learning.
3. Specifying behavioral (performance) objectives.
4. Providing tailor-made learning activities and materials.
5. Program and clientele evaluation.

## ORGANIZATION OF CURRICULUM MATERIALS

The curriculum content material is presented at two levels:

1. Infant-Toddler Curriculum - designed for use with the preschool handicapped below the age of three.

2. Preschool Curriculum - for use with the preschool handicapped between the ages of three and six, and possibly ten according to the level of functioning.

During the course of the Early Childhood Handicap Workshop, the material was derived primarily by two procedures. First, the workshop participants conducted an intensive review of several leading publications covering preschool curriculum (Banks, 1968; Bucks County Pub. Schools, 1970; Connor & Talbot, 1964; Kirk & Johnson, 1951; Parker, 1972; *Pennsylvania Kindergarten Guide*). Second, an analysis was made of selected assessment and testing materials currently being used in early childhood education. These materials (see Part III, Section C of this *Guide*) were used as a basis for developing and specifying operational behavioral objectives for the preschool handicapped child.

The advantage of the procedure employed is that it permits (1) specifying behavior objectives at two levels of preschool development; (2) statement of curriculum objectives as observable pupil behaviors; (3) designation of behavior objectives by meaningful content or skills areas; and (4) use of existing preschool tests as criterion measures for attainment of objectives.

In summary, based on the procedure described, the curriculum material presented is considered to be an attempt to develop a behavior objective or competency-based curriculum for those with early childhood handicap. It is anticipated that limitations of this procedure and suggestions for revision will come about as a result of field testing of the *Guide*.

## INFANT-TODDLER CURRICULUM

The infant-toddler curriculum material is presented in this section at two levels: Level I - from birth through two year olds; Level II - for two and three year olds. The material has been adapted from an article in *Exceptional Children* (Jordon, 1971), a special issue concerned with the exceptional child's early years. Also, the book, *Child Development and Personality* (Mussen, Conger, and Kagan, 1969) was used as a resource for development from birth through one year. The curriculum emphasis for infants and toddlers is concerned primarily with sensory-motor development. The key teacher-person is the parent, and the preschool teacher, if the child is in a formal educational setting.

### *Level IA - Birth to one year*

The curriculum and learning experiences provided at this level, whether in the home or the preschool, must be based on an understanding of the following characteristics of this age child:

### *Birth - 3 months*

Average child can see, hear, smell and is sensitive to pain, touch and change in position at birth.

Neonates average 80% of time asleep.

Vocalizations include babbling, coughing and crying. They are reflexive, a response to stimuli both inward and outward.

Differences in crying are noted between 2-3 weeks.

Sucking and swallowing help gustatory and speech development. He can smack his lips and suck his fingers.

Average feeding schedule is 7-8 feedings a day until 1 month when solids are also being taken and then feedings are reduced to 5-6.

Reacts to loud sounds, then spoken words.

He can lift his chin from a prone position, grasp an object placed in palm.

He can flex and extend limbs.

Has response called Moro reflex which is extending arms outward and back to cross his body at the midline when startled.

Becomes markedly more visually attentive.

Crying is reduced toward end of third month.

Begins to appreciate depth and to perceive objects in 3D.

## 3 months - 6 months

Increased smiling to human voices and faces.

Moro reflex should disappear.

Beginning of prehension, grasping with thumb and forefinger.

Coordination of eye-hand movements and coordinated visual-motor reaching usually occurs at 5½ months.

Begins to sit with support for 1 minute.

Will sit in high chair and grasp dangling object.

## 6 months - 9 months

Begins to repeat sounds heard in the environment - lalling.

First tooth erupts at about 7 months, generally a lower front tooth.

Muscles near the head and neck develop earlier than the lower limbs. (Cephalocaudel development)

By 7 months most children sleep through the night and require 1 - 2 daytime naps.

Usually displays anxiety, especially in presence of a stranger.

Sitting is usually accomplished unsupported by 8 months for at least 10 minutes.

By 8 months will usually stand with help.

By $8\frac{1}{2}$ months, can crawl with abdomen in contact with the floor.

By 9 months he will stand holding furniture.

## 9 months - 12 months

Echolalia or repetition of sounds in response to a person will appear.

By 10 months creeping on hands and knees can be expected.

By 11 months will walk when led.

At 12 months he will pull to stand by furniture.

First meaningful words usually appear.

By one year, child is usually walking upright.

The child averages as much time awake as asleep.

Feeding is stabilized to 3 meals a day and he may have marked food preferences.

On the next page is an outline of suggested objectives, activities, and materials for enhancing the learning of an infant through one year.

# INFANT-TODDLER CURRICULUM, LEVEL IA
(Birth - 1 year)

| Learning Opportunities and Needs | Suggested Activities and |
|---|---|
| Provide a family-type environment | Neonate should get used to family r adjust sleeping and waking patterns family or Center continue its norm |
| Stimulate receptive awareness | Talk to child when bathing, dressi playing. Use parallel talk by say (John)'s hand", while doing the ac |
| | Use reflective speech by saying wh "(John) is eating his food." |
| | Use gross sound makers, such as, b rung from various parts of the roo in the approriate direction. |
| | Talk to the child from different p room. Hum, whisper, sing, or play while holding him or when he is in |
| Stimulate expressive speech | Encourage vocalizations by babblin smiling encouragement and giving p such as hugging. |
| | Use clear short sentences in speak child. "Take your shoe off." and |
| Develop warmth and trust | Hold child, rock him, do not let h falling, introduce outsiders gradu |
| Encourage visual tracking | Use mobiles in crib and play pen, that are attachable to this equipm |
| | Use rattles to get child to follow moving it across his midline. |

# INFANT-TODDLER CURRICULUM, LEVEL IA
(Birth - 1 year)

| ities and Needs | Suggested Activities and Materials |
|---|---|
| nvironment | Neonate should get used to family noises and will adjust sleeping and waking patterns accordingly if family or Center continue its normal activities. |
| reness | Talk to child when bathing, dressing, feeding and playing. Use parallel talk by saying "I am washing, (John)'s hand", while doing the action. |
| | Use reflective speech by saying what the child is doing. "(John) is eating his food." |
| | Use gross sound makers, such as, bells and rattles rung from various parts of the room, to get him to turn in the approriate direction. |
| | Talk to the child from different positions in the room. Hum, whisper, sing, or play music to him either while holding him or when he is in crib, etc. |
| eech | Encourage vocalizations by babbling with the child, smiling encouragement and giving physical rewards such as hugging. |
| | Use clear short sentences in speaking directly to the child. "Take your shoe off." and demonstrate. |
| t | Hold child, rock him, do not let him have a fear of falling, introduce outsiders gradually. |
| g | Use mobiles in crib and play pen, also form boards that are attachable to this equipment. |
| | Use rattles to get child to follow with his eyes while moving it across his midline. |

| Learning Opportunities and Needs | Suggested Activities and |
|---|---|
| Work on gustatory exercises | Good speech patterns develop from g Encourage chewing of Zwiebach, drin |
| Promote gross motor coordination | Bathing is excellent time to exerci movements. Also when changing diap to get him to press back. Rub his his body to stimulate touch.<br>Make home or Center child-proof by area for his mobility where he cann<br>Reinforce each gross motor act.<br>Putting the child on a blanket on t movement. |
| Promote fine motor control | Give objects for him to grasp. Use him to push and try to reach.<br>Let child eat finger foods when rea<br>Put extra spoon beside plate when toward putting spoon in his hand.<br>Provide stimulating toys to child activity.<br>Generally, provide a loving, warm acceptance of him. Discipline beg |

## INFANT-TODDLER CURRICULUM, LEVEL IA
(Birth - 1 year)

| nities and Needs | Suggested Activities and Materials |
|---|---|
| rcises | Good speech patterns develop from gustation action. Encourage chewing of Zwiebach, drinking from a cup, etc. |
| oordination | Bathing is excellent time to exercise leg and arm movements. Also when changing diapers, push at feet to get him to press back. Rub his back and all over his body to stimulate touch. |
| | Make home or Center child-proof by allowing large area for his mobility where he cannot be hurt. |
| | Reinforce each gross motor act. |
| | Putting the child on a blanket on the floor encourages movement. |
| ntrol | Give objects for him to grasp. Use large balls for him to push and try to reach. |
| | Let child eat finger foods when ready. |
| | Put extra spoon beside plate when feeding. Shape toward putting spoon in his hand. |
| | Provide stimulating toys to child for him to select activity. |
| | Generally, provide a loving, warm atmosphere showing acceptance of him. Discipline begins early. |

## Level IB - 1 and 2 Year Olds

The curriculum and learning experiences provided at this level, whether in the home or the preschool, must be based on an understanding of the following characteristics of this age child:

1. Begins to walk and gain in body control; climbs on furniture.
2. Creeps up and down stairs; may begin to walk up stairs with help.
3. Still senses and absorbs his environment.
4. Enjoys pushing and pulling toys.
5. Stacks 2 or 3 blocks; also lines up blocks.
6. Pokes fingers into holes.
7. Turns pages; enjoys tearing papers.
8. Points to eyes, nose, ears, mouth.
9. Recognizes pictures of cars, dogs, etc.
10. Waves bye bye; talks in jargon and uses gestures.
11. Is imitative; responds to music.
12. Holds a cup and eats with a spoon.
13. Enjoys self absorbed play; self engrossed; still exploring.
14. Is nonconformist; negative-resistive to change.
15. Enjoys water and sand play.
16. Understands simple directions.
17. Begins to take apart; takes some clothing off.

On the next page in chart form is an outline of suggested objectives, activities, and materials for enhancing the learning of one and two year old children.

## INFANT-TODDLER CURRICULUM, LEVEL IB
(1-2 Year Olds)

| Learning Opportunities and Needs | | Suggested Activities and | |
|---|---|---|---|
| Have an adult responder | Provide mothering factor | Mother-teacher | |
| Sense and absorb environment through: | | | |
| Exploration | Encourage discovery; stimulate curiosity | Household items & toys | Lower cu<br>pots & |
| Tasting | Develop gustatory sense | Variety of edible foods | Suckers,<br>from cu |
| Smelling | Develop olfactory sense | Familiar odors | Flowers,<br>foods, |
| Hearing | Stimulate awareness of sound | Musical toys | Bells, s<br>sound,<br>music b |
| Moving | Develop gross motor coordination | Larger toys to ride or push; objects to handle | Riding t<br>trucks,<br>running |
| | Develop fine motor coordination | Small toys | Graduate<br>stringi<br>puzzles |
| Seeing | Encourage visual motor tracking; stimulate vision | Toys that move | Mobiles,<br>shadow |
| Feeling | Enhance tactile stimulation | Cuddly toys | Teddy be<br>variety<br>tempera |

INFANT-TODDLER CURRICULUM, LEVEL IB
(1-2 Year Olds)

| nities and Needs | | Suggested Activities and Materials | |
|---|---|---|---|
| ler | Provide mothering factor | Mother-teacher | |
| ron- | | | |
| | Encourage discovery; stimulate curiosity | Household items & toys | Lower cupboards filled with pots & pans |
| | Develop gustatory sense | Variety of edible foods | Suckers, Zwiebach, drinking from cup |
| | Develop olfactory sense | Familiar odors | Flowers, citrus fruits, foods, soap |
| | Stimulate awareness of sound | Musical toys | Bells, squeeze toys with sound, telephone, records, music boxes |
| | Develop gross motor coordination | Larger toys to ride or push; objects to handle | Riding toys, kiddie cars, trucks, push-pull toys, running |
| | Develop fine motor coordination | Small toys | Graduated size rings, bead stringing, large 1-3 piece puzzles |
| | Encourage visual motor tracking; stimulate vision | Toys that move | Mobiles, bubbles, balloons, shadow play |
| | Enhance tactile stimulation | Cuddly toys | Teddy bear, wooly animals, variety of textures and temperatures |

Level II - 2 and 3 Year Old:

The curriculum and learning experiences at this level, whether in the home or preschool, must be based on an understanding of these characteristics of this age child:

1. Runs and enjoys motor activities - rough and tumble play.

2. Jumps with a one foot lead.

3. "Mark-time" on steps - two feet on each step.

4. Attaches meaning to previous sensory experiences.

5. Kicks and throws a ball; still pokes fingers in holes.

6. Turns pages with precision.

7. Turns doorknobs - rotation in wrist.

8. Builds tower of 6 or 7 blocks.

9. Scribbles - horizontally and vertically.

10. Holds cup and glass easily and eats with a spoon well.

11. Identifies pictures; senses "oneness".

12. Uses 3 to 4 word sentences.

13. Begins to enjoy Mother Goose rhymes.

14. Displays emotions - claps hands, squeals, laughs.

15. Says "No" - negativistic; exercises his powers; dawdles.

16. Establishes a sense of self.

17. Enjoys solitary play, following his own devices, as well as parallel play with other children.

18. Shows restraint with strangers.

19. Helps undress and dress.

20. Enjoys praise.

21. Is intrigued with water.

22. Pinches, pushes, kicks, and bites.

The chart on the next page outlines some suggested objectives, activities, and materials for enhancing the learning of two and three year old children.

## INFANT-TODDLER CURRICULUM, LEVEL II
(2-3 Year Olds)

| Learning Opportunities and Needs | | Suggested Activities a | |
|---|---|---|---|
| Continue sensory experience & opportunity for moving including big muscle development & coordination & fine motor physical manipulation skills. | Continued development for agility, directionality, laterality, strength, balance & spatial awareness; continued opportunity to explore & discover; beginning development of eye-hand coordination, & refinement of pincer grasp. | Steps, ladders, slides, packing cases, tunnels, rocking horses, wagons, swings, riding vehicles, kiddie cars, tractors, trucks, busy boxes, play telephones, crayons for scribbling, sorting boxes, stacking cones, nesting blocks, books, spoons, cups, & mail-boxes, water play. | Cl<br>ba<br>sw<br>ro<br>ju<br>ro<br>sp<br>ru<br>ta<br>so |
| Develop listening skills & opportunity to express self. | Discrimination of sounds; increased opportunity to exercise powers for discrimination of previous sensory experiences. | Toy piano, bells, toys, with sounds, nursery rhymes, & records. | Mu<br>Go |
| Refine visual awareness. | Beginning development of form perception. | All toys & items in the household; members of the family; identification of pictures. | Id<br>en |
| Begin imaginative play. | Express himself & develop ways of relating to others. | Puppets, hobby horses, hammers, kiddie cars, tractors, self propelled vehicles, animals, & concrete toys. | Ro<br>le |

INFANT-TODDLER CURRICULUM, LEVEL II
(2-3 Year Olds)

| ortunities and Needs | | Suggested Activities and Materials | |
|---|---|---|---|
| perience &<br>ing including<br>ent & coordi-<br>physical<br>) | Continued development for agility, directionality, laterality, strength, balance & spatial awareness; continued opportunity to explore & discover; beginning development of eye-hand coordination, & refinement of pincer grasp. | Steps, ladders, slides, packing cases, tunnels, rocking horses, wagons, swings, riding vehicles, kiddie cars, tractors, trucks, busy boxes, play telephones, crayons for scribbling, sorting boxes, stacking cones, nesting blocks, books, spoons, cups, & mailboxes, water play. | Climbing, sliding, balancing, crawling, swinging, rocking, rowing, teetering, pushing, pulling. rolling, riding, springing, walking, running, jumping, taking apart, stacking screws, & grasping toys. |
| ills &<br>ss self. | Discrimination of sounds; increased opportunity to exercise powers for discrimination of previous sensory experiences. | Toy piano, bells, toys, with sounds, nursery rhymes, & records. | Musical toys, Mother Goose rhymes. |
| ess. | Beginning development of form perception. | All toys & items in the household; members of the family; identification of pictures. | Identification of environment. |
| ay. | Express himself & develop ways of relating to others. | Puppets, hobby horses, hammers, kiddie cars, tractors, self propelled vehicles, animals, & concrete toys. | Role playing beginning language development. |

## PRESCHOOL CURRICULUM

The preschool curriculum is presented in this section of the Guide, with each area of the curriculum being operationally defined below. The pages following contain concept and skill areas, illustrative behavior objectives, and suggested learning activities and materials for each area.

### Self Help

Self help is the ability to take care of body functions and needs (dressing, grooming, toilet training, and eating) independently. Particularly with the preschool handicapped child, a feeling of accomplishment and independence in self help is vital to developing a sense of self worth and security.

### Language Development

Language development involves learning and using essential habits, attitudes, and mechanics of nonverbal and verbal communication. The skills included reflect a transfer of ideas from one person to another spanning a range from facial or body gestures to spoken and written language. Acquisition of these skills is necessary to enable a child to experience and participate in a variety of everyday activities.

### Basic Information and Vocabulary

Basic information refers to facts which the child knows about himself, family, colors, food, animals, community helpers, clothing, transportation vehicles, and household items.

This also encompasses the general word knowledge which the child needs to understand and express his awareness of the personal, social, and environmental factors of our world.

### Personal-Social Behavior

That aspect of an educational setting termed "personal-social" refers to those behaviors, attitudes, and concepts which we would hope to introduce into the preschool handicapped child's experience for the purpose of fostering:

1. appropriate understanding of and reactions to himself and his peers.
2. appropriate interactions with all facets of his environmental setting.

### Perceptual-Motor Performance

Perceptual-motor performance refers to the motor responses to sensory cues - visual, auditory, tactile, kinesthetic, along with the integration of past experience. These performances relate to the child's understanding of direction, space, size, distance, speed, shape, balance, laterality and intensity of movement.

The essence of the perceptual-motor theory is a sequence of learning stages through which the child progresses. Later, complex learnings are built upon initial learnings in a hierarchial fashion.

The handbook, Daily Sensorimotor Training Activities by Braley, Konicki and Leedy, has been of tremendous value in writing this section of the curriculum. It is recommended that every teacher obtain a copy of this guide.

## Number Concepts

The number concept program is designed to introduce the child to the basic foundations of arithmetic. They are necessary for everyday living and as a basis for future arithmetic learning experiences.

## Creative Development

The aim of creative development is to stimulate the child to use art, music, and play as a means of natural expression and communication. The child is encouraged to explore his relationships to people, things, and situations, and to express his feelings about these relationships. A feeling of well-being, confidence, and a positive self-image will come about as the child develops and grows creatively.

## SELF HELP

| Concepts | Illustrative Behavioral Objectives | Learning Activitie |
|---|---|---|
| Toilet skills | Knows when it is necessary to go to the toilet | Watching for signals from th |
| | | Pointing out location of toi and sink |
| | Is able to signal when toileting is necessary | Taking regular bathroom brea |
| | Manages clothing without assistance | Having changes of clothing a |
| | Is able to wipe, flush toilet, and wash hands without help | |
| Personal cleanliness skills | Washes hands and face | Washing hands after using th before eating |
| | Brushes teeth | Washing large dolls |
| | Combs hair | Brushing teeth after snacks |
| | | Making individual grooming k |
| | Bathes self | Health Bulletin Board - Idea |
| | Wipes nose when necessary | See-Quees Brushing Teeth, Co |

## SELF HELP

| Illustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| Knows when it is necessary to go to the toilet | Watching for signals from the child |
| | Pointing out location of toilet, toilet paper, and sink |
| Is able to signal when toileting is necessary | Taking regular bathroom breaks |
| Manages clothing without assistance | Having changes of clothing available |
| Is able to wipe, flush toilet, and wash hands without help | |
| Washes hands and face | Washing hands after using the bathroom and before eating |
| Brushes teeth | Washing large dolls |
| Combs hair | Brushing teeth after snacks |
| | Making individual grooming kits |
| Bathes self | Health Bulletin Board - Ideal |
| Wipes nose when necessary | See-Quees Brushing Teeth, Combing Hair |

## SELF HELP

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Dressing skills | Puts on and removes clothing (underwear, shirt, pants, dress, coat, jacket, sweater, shoes, socks) without assistance - shoes and boots on correct feet; mittens and gloves on correct hands; hats, snowpants, and other slip-ons worn correctly | Dressing large dolls<br>Dressing up in adult clothe<br>Dressing in front of a full-<br>Dressing for seasonal out-o<br>Putting on paint smocks |
| | Fastens own clothing - manages buttons, snaps, zippers, hooks, grippers, and buckles; laces and ties own shoes | Threading Block - Lakeshore Materials<br>Dressing Frame Sets - Prest<br>Dress Vests - Childcraft<br>Tie Shoe - Playskool<br>Wood Threading Cylinder - D<br>Locks and Learner - Teacher<br>Sequential Picture Cards - Learning Materials |

SELF HELP

| Illustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| Puts on and removes clothing (underwear, shirt, pants, dress, coat, jacket, sweater, shoes, socks) without assistance - shoes and boots on correct feet; mittens and gloves on correct hands; hats, snowpants, and other slip-ons worn correctly | Dressing large dolls<br>Dressing up in adult clothes<br>Dressing in front of a full-length mirror<br>Dressing for seasonal out-of-door activities<br>Putting on paint smocks |
| Fastens own clothing - manages buttons, snaps, zippers, hooks, grippers, and buckles; laces and ties own shoes | Threading Block - Lakeshore Curriculum Materials<br>Dressing Frame Sets - Preston<br>Dress Vests - Childcraft<br>Tie Shoe - Playskool<br>Wood Threading Cylinder - Dick Blick<br>Locks and Learner - Teacher Toys<br>Sequential Picture Cards - Self-Development Learning Materials |

## SELF HELP

| Concepts | Illustrative Behavicral Objectives | Learning Activitie |
|---|---|---|
| Table skills | Chews and swallows properly | Enforcing good habits and m time and lunch time |
| | Uses utensils correctly | Practicing passing cut napk the table |
| | Drinks from cup or glass | Playing tea time |
| | Drinks using straw | "I Set the Table" puzzle - Blick |
| | Fills cup without spilling | |
| | Exhibits basic table manners | |
| Housekeeping skills | Takes proper care of clothing in school | Providing opportunities to h up clothes on hooks or han |
| | Picks up and puts away materials when finished with them | Designating with pictures ap areas |
| | | Providing broom, mop, dust p for use in role playing an |
| | | Assigning weekly small clas child |

SELF HELP

| Illustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| Chews and swallows properly | Enforcing good habits and manners at snack time and lunch time |
| Uses utensils correctly | Practicing passing out napkins and setting the table |
| Drinks from cup or glass | Playing tea time |
| Drinks using straw | "I Set the Table" puzzle - Playskool - Dick Blick |
| Fills cup without spilling | |
| Exhibits basic table manners | |
| Takes proper care of clothing in school | Providing opportunities to hang coats and dress-up clothes on hooks or hangers |
| Picks up and puts away materials when finished with them | Designating with pictures appropriate storage areas |
| | Providing broom, mop, dust pan, and dust cloth for use in role playing and classroom clean-up |
| | Assigning weekly small classroom jobs for each child |

## SELF HELP

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Safety skills | Demonstrates awareness of playground hazards | Maintaining careful supervis and discussing safety preca |
| | Keeps sharp objects from eyes, ears, nose, and mouth | Collecting common classroom potentially dangerous and m bulletin board for class di |
| | Avoids contact with electrical outlets | Covering outlets with safety in use |
| | Exhibits awareness of basic rules for pedestrian and biking safety | Using policemen and patrols persons |
| | | Action Flash Cards - EFI |
| | | Golden Record - Romper Room |

## SELF HELP

| Illustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| Demonstrates awareness of playground hazards | Maintaining careful supervision of playground and discussing safety precautions |
| Keeps sharp objects from eyes, ears, nose, and mouth | Collecting common classroom objects which are potentially dangerous and making of these a bulletin board for class discussion purposes |
| Avoids contact with electrical outlets | Covering outlets with safety caps when not in use |
| Exhibits awareness of basic rules for pedestrian and biking safety | Using policemen and patrols as resource persons |
| | Action Flash Cards - EFI |
| | Golden Record - Romper Room - "Do Bee" |

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Receptive auditory language | To develop attention for receptive language skills | Teach the child how to remain<br>by having a quiet time, (30<br>child should try and hear<br>Teacher leaves the room and<br>time. |
| | | Get the children together on<br>them. Encourage closeness.<br>Tell and read them stories. |
| | | Reward with tangibles or p<br>who are able to enter the ro<br>quietly within 60 seconds. |
| | | Records of sounds and musical<br>a. Peter and the Wolf<br>b. Bring a Tune, Johnny<br>c. Billy Rings the Bell<br>d. Muffin in the Country<br>e. Muffin in the City<br>f. Train Sounds - Columbia |
| | | Listen to sounds of home and<br>clock, crushed paper, water |
| | | Nature Sounds - Stand under<br>day and listen. (rainy day) |
| | | Play music, sounds, rhythms<br>placed on individual children |
| | | Whisper games - children whis<br>each others name and [illegible] |

## LANGUAGE DEVELOPMENT

| Illustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| To develop attention for receptive language skills | Teach the child how to remain quiet and listen by having a quiet time, (30 seconds). Each child should try and hear if any sound is made. Teacher leaves the room and calls a child's name.<br>Get the children together on the floor. Sit with them. Encourage closeness. Talk with them. Tell and read them stories. Sing with them.<br>Reward with tangibles or praise those students who are able to enter the room and sit down quietly within 60 seconds.<br>Records of sounds and musical instruments:<br>a. Peter and the Wolf<br>b. Bring a Tune, Johnny - Children's Record Guild<br>c. Billy Rings the Bell<br>d. Muffin in the Country - Young Peoples Records<br>e. Muffin in the City<br>f. Train Sounds - Columbia Records<br>Listen to sounds of home and classroom. (wind, clock, crushed paper, water running)<br>Nature Sounds - Stand under a tree on a windy day and listen. (rainy day)<br>Play music, sounds, rhythms through earphones placed on individual children for a short time.<br>Whisper games - children whisper instructions in each others ears and a final [illegible]. |

LANGUAGE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Receptive auditory language (cont.) | To develop attention for receptive language skills (cont.) | Poems and stories - teach ro action stories.<br>Materials:<br>Recorder-Cassette; Dictaphone port, Conn.<br>Charmin, Florence, A Manual Activities for the Young Ch & Assoc., Inc. Minn., Minne<br>Happy Time Listening - Educat Inc., Freeport, N.Y.<br>Rhythm Band Tape - Cat. No. T mental Learning Materials, Chicago, Ill. 60657<br>Sound Cylinders, #AT608, Crea Princeton, N.J.<br>Step Bells, #AU968 (17 chroma Playthings<br>Listen to My Seashell, 98A ( Music Center, Inc.<br>Present wrist watch to each c to listen and raise his hand hears tick. |

## LANGUAGE DEVELOPMENT

| Illustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| To develop attention for receptive language skills (cont.) | Poems and stories - teach rote poems, rhymes, action stories. |
| | Materials: |
| | Recorder-Cassette; Dictaphone, Box 911, Bridgeport, Conn. |
| | Chermin, Florence, A Manual of Listening Activities for the Young Child, Paul S. Amidon & Assoc., Inc. Minn., Minnesota |
| | Happy Time Listening - Educational Activities, Inc., Freeport, N.Y. |
| | Rhythm Band Tape - Cat. No. T138-C Developmental Learning Materials, 3505 N. Ashland Ave. Chicago, Ill. 60657 |
| | Sound Cylinders, #AT608, Creative Playthings, Princeton, N.J. |
| | Step Bells, #AM368 (17 chromatic bells) Creative Playthings |
| | Listen to My Seashell, 98A (Book) Children's Music Center, Inc. |
| | Present wrist watch to each ear and train child to listen and raise his hand when he no longer hears tick. |

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Receptive auditory language (cont.) | To develop attention for receptive language skills (cont.) | Play instruments - rattle, d<br>horn, whistle. Turn when t<br>behind their back.<br><br>Common noises - pictures and<br>boat, plane, hammer. Assoc<br>noise.<br><br>Animal sounds - pictures and<br>animal noises.<br><br>Tape recordings - record pu<br>following activities: clap<br>rattle, pouring water, rust<br><br>Listening games - teach init<br>through records:<br>a. Let's Listen - Ed. De<br>5405 I<br>El Seg<br>b. Simon Says<br><br>Talking Books - show how to<br>a. Mother Goose Nursery<br>Audio Creations<br>795 Broadway<br>Millbrae, Calif. |

| Illustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| To develop attention for receptive language skills (cont.) | Play instruments - rattle, drum, cymbal, bell, horn, whistle. Turn when they hear instrument behind their back.<br>Common noises - pictures and recordings of train, boat, plane, hammer. Associate picture with noise.<br>Animal sounds - pictures and recordings of animal noises.<br>Tape recordings - record pupils engaged in following activities: clapping hands, shaking rattle, pouring water, rustling paper.<br>Listening games - teach imitation and games through records:<br>a. Let's Listen - Ed. Record Sales<br>5005 Douglas St.<br>El Segundo, Calif.<br>b. Simon Says<br>Talking books - show how to operate talking books:<br>a. Mother Goose Nursery Rhymes<br>Audio Creations<br>735 Broadway<br>Millbrae, Calif. |

| Concepts | Illustrative Behavioral Objectives | Learning Activities a |
|---|---|---|
| Receptive auditory language (cont.) | To identify the direction of a sound | Listen for sounds of the roo their heads down and listen radio, etc.<br>Listen for sounds outside th plane, birds)<br>Children are seated at their closed. Teacher moves arou bell. Have them point in t bell sound before they open cannot change pointing dire<br>Play "Follow the Sound" - Bl walking around the room. H child follow the sound.<br>Play "Tick, Tock" - Hide a Have a child hunt for the for another child.<br>Children sit in different a child sits in center of roo someone makes a sound. Te notes direction. |

LANGUAGE DEVELOPMENT

| Illustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| To identify the direction of a sound | Listen for sounds of the room. Children put their heads down and listen for: alarm clock, radio, etc.<br>Listen for sounds outside the room. (truck, plane, birds)<br>Children are seated at their desks with eyes closed. Teacher moves around the room with a bell. Have them point in the direction of bell sound before they open their eyes. They cannot change pointing direction.<br>Play "Follow the Sound" - Blow a whistle while walking around the room. Have a blindfolded child follow the sound.<br>Play "Tick, Tock" - Hide a loud ticking clock. Have a child hunt for the clock, then hide it for another child.<br>Children sit in different areas of room. One child sits in center of room. On direction someone makes a sound. Person in center notes direction. |

LANGUAGE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Receptive auditory language (cont.) | To listen for a specific purpose | Simon Says<br>Peabody Language Development chips in a directed matchin Teacher's Manual<br>Records<br>a. What Did Jimmy See?<br>b. Who Am I?<br>c. Around We Go<br>Teacher goes outside while Teacher slams door. Then action. Peabody Level "P"<br>Read a story with animal imitated.<br>Choose a magic word for the Children are asked to liste Discuss how and when it is |
| | To make a child comfortable in a listening situation | When reading a story allow or lie down about the room distance.<br>Individual rugs placed as relaxation or music. |

| Illustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| To listen for a specific purpose | Simon Says<br>Peabody Language Development Kit I - Use the color chips in a directed matching activity. Page 16 Teacher's Manual<br>Records<br>a. What Did Jimmy See?<br>b. Who Am I?<br>c. Around We Go<br>Teacher goes outside while children listen. Teacher slams door. Then children identify action. Peabody Level "P"<br>Read a story with animal characters that can be imitated.<br>Choose a magic word for the day. (ex. time, happy) Children are asked to listen for the word. Discuss how and when it is used. |
| To make a child comfortable in a listening situation | When reading a story allow children to sit, stand, or lie down about the room within hearing distance.<br>Individual rugs placed as desired for use during relaxation or music. |

LANGUAGE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Receptive auditory language (cont.) | To make a child comfortable in a listening situation (cont.) - | Songs<br>a. "I'll Listen"<br>b. "I'll Wiggle" -<br>Poem -"Shush" - Talking Time<br>Discuss courteous listening<br>-"Manners Can Be Fun"<br>Poem - "Little Charlie Chip<br>Anthology of Children's Li |
| | To provide opportunity for recognizing and classifying sounds and word | Tape environmental sounds (<br>animal, etc.) and have chi<br>when played back. Vary dive<br>Say three words (ex. ball,<br>Which two go together?<br>Musical chairs<br>Make sounds with two differe<br>(drum-bell) and child will<br>and make the sound.<br>Recordings<br>a. Muffin in the City<br>b. Muffin in the Country |

## LANGUAGE DEVELOPMENT

| Illustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| To make a child comfortable in a listening situation (cont.) | Songs<br>a. "I'll Listen" }<br>b. "I'll Wiggle" } - Singing Fun<br><br>Poem - "Hush" - Talking Time page 16<br><br>Discuss courteous listening. "Manners Can Be Fun."<br><br>Poem - "Little Charlie Chipmunk" - The Arbuthnot Anthology of Children's Literature |
| To provide opportunity for recognizing and classifying sounds and words | Tape environmental sounds (kitchen, classroom, animal, etc.) and have children identify these when played back. May divide into teams.<br><br>Say three words (ex. ball, pencil, bat) Which two go together?<br><br>Musical chairs<br><br>Make sounds with two different noisemakers (drum-bell) and child will point to the object and make the sound.<br><br>Recordings<br>a. Muffin in the City }<br>b. Muffin in the Country } - Young People's Record Company |

| Concepts | Illustrative Behavioral Objectives | Learning Activitie |
|---|---|---|
| Receptive auditory language (cont.) | To provide opportunity for recognizing and classifying sounds and words (cont.) | Have children close eyes a<br>paper being crushed, wate<br>up and down, fingers snap<br>sounds, birds, rain, boun<br><br>Instrument sounds - use pi<br>instruments and records o<br>to teach sound. Play sou<br>and child points to pictu<br><br>Matching - place picture o<br>chalkboard when teacher sa<br>"shoe, [illegible]")<br>a. Sound Says<br>b. Mr. Farmer Says Dear<br><br>Alike and Different - teac<br>indicate if second word is<br>Use stimulus words dog -<br>man - man.<br><br>Phonic Association - teach<br>letters. Use alphabet car<br>of this letter?"<br><br>Place Association - "Tell m<br>can think of that belong i<br><br>Word Association - "Tell me<br>can think of when I say ho<br><br>Class Differences - Which d<br>bee, fly, car?<br><br>Verbal [illegible] |

LANGUAGE DEVELOPMENT

| Illustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| To provide opportunity for recognizing and classifying sounds and words (cont.) | Have children close eyes and identify sounds - paper being crushed, water dripping, zipper going up and down, fingers snapping, city and country sounds, birds, rain, bouncing ball, etc.<br>Instrument sounds - use pictures of musical instruments and records or actual instruments to teach sound. Play sound on tape or record and child points to picture.<br>Matching - place picture of train, cow, dog on chalkboard when teacher makes sound ("moo") "choo, choo")<br>a. Sound Bags } Sears & Roebuck Co.<br>b. Mr. Farmer Bags }<br>Alike and Different - teacher instructs pupil to indicate if second word is the same or different than stimulus word: dog - fog, sand - land, man - man.<br>Phonic Association - teach sounds of alphabet letters. Use alphabet cards "What is the sound of this letter?"<br>Place Association - "Tell me all the things you can think of that belong in a grocery store."<br>Word Association - "Tell me all the things you can think of when I say toy."<br>Class Differences - Which does not belong - shirt, hat, fly, cup?<br>Verbal Description [illegible] |

## LANGUAGE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activitie |
|---|---|---|
| Receptive auditory Imagery (cont.) | To provide opportunity for recognizing and classifying sounds and words (cont.) | Story Discussion - Read po Night - ask who, what, wh |
| | To develop an awareness of pitch (high-low) | High-Low Game - Play on pi high and low tones, childr high tone and squat for l<br>Vol. I Training in Sound T (concept records, Set 7A,<br>Story - Three Bears, Three |
| | To listen for syllables | Use children's names and le of syllables for clap hand<br>Give a picture of a familia one syllable of name and others.<br>Use Milton Bradley - Pictu<br>Records - "Singing Sounds" |
| | To develop a recognition of sound variation (loud-soft) | Use a coffee can with a pl children hit loud then sof can make heavy steps on l soft sounds. |

## LANGUAGE DEVELOPMENT

| Illustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| To provide opportunity for recognizing and classifying sounds and words (cont.) | Story Discussion - Read poem or story - Dr. Seuss Books - ask who, what, where, when, why. |
| To develop an awareness of pitch (high-low) | High-Low Game - Play on piano, xylophone with high and low notes, children stand up for high ones and squat for low ones.<br>Vol. 3 Training in Sound Discrimination. Concept Records, Box 524, No. Bellmore, N.Y.<br>Story - Three Bears, Three Little Pigs |
| To listen for syllables | Use children's names and beat drum to number of syllables (or clap hands to syllables).<br>Show a picture of a familiar object, pronounce one syllable of name and have children supply other.<br>Use Hilton Reading - Picture Flash Cards<br>Records - "Singing Sounds" - Bowmar Records |
| To develop a recognition of sound variation (loud-soft) | Use a coffee can with a plastic lid. Have the children hit loud then soft. Have children use some heavy steps on loud and tip toe on soft sounds. |

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Receptive auditory language (cont.) | To develop a recognition of sound variation (loud-soft) (cont.) | Contrast records - marches<br>lullabies for soft |
| | | Huckle, Buckle, Beanstalk -<br>looks for the object the c<br>their hands<br>Soft - not near    Loud - |
| | | Talking Alphabet<br>Pictures That Rhyme     D<br>P.<br>G |
| | To develop rhythm | Creative dancing - let chil<br>appeals to them. |
| | | Rhyme - clap hands to rhyth<br>Come kitty come<br>Come get your fish<br>Eat all you want<br>Lick out the dish<br>Speech and Language Traini<br>Palsied Child at Home. Ha |
| | | March to music with obvious<br>"Ten Little Indians" |
| | | See rhythmic expression sec<br>dramatics |

| Illustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| To develop a recognition of sound variation (loud-soft) (cont.) | Contrast records - marches for loud and lullabies for soft<br>Huckle, Buckle, Beanstalk - When one child looks for the object the other children clap their hands<br>Soft - not near    Loud - closer<br>Talking Alphabet<br>Pictures That Rhyme    Dick Blick<br>P.O. Box 1267<br>Galesburg, Ill. |
| To develop rhythm | Creative dancing - Let children move as music appeals to them.<br>Rhyme - clap hands to rhythm<br>Come kitty come<br>Come get your fish<br>Eat all you want<br>Lick out the dish<br>Speech and Language Training for Cerebral Palsied Child at Home. Marie Shere<br>March to music with obvious timing. "Ten Little Indians"<br>See rhythmic expression section under creative dramatics |

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Receptive auditory language (cont.) | To develop an awareness of surroundings through use of senses | Language Experience Storie<br>Questions? What did you<br>taste, touch this morning<br>school? (ex. cooking acti<br>Present objects with diffe<br>surfaces - Have children<br>describe. (cotton, wool<br>Present different smells a<br>to the appropriate item.<br>Have items of different we<br>or size. Name them and d |
| Expressive gestural language | To maintain gross motor control and to move rhythmically and creatively | Song - Bend and Stretch -<br>Balance beam or strips of<br>Walk heel-toe on it.<br>Record - Rhythmic Activiti<br>The Instructor Pub., Inc.<br>Game - Musical Chairs<br>Move to the beat of a drum<br>to the music.<br>Bounce balls to music.<br>Use metronome - walk to sl<br>timing. |

## LANGUAGE DEVELOPMENT

| Illustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| To develop an awareness of surroundings through use of senses | Language Experience Stories and Pictures- Questions? What did you see, hear, smell, taste, touch this morning as you came to school? (ex. cooking activity-popcorn)<br>Present objects with different textures and surfaces - Have children feel, name and describe. (cotton, wool)<br>Present different smells and tastes and relate to the appropriate item. (orange, lemon)<br>Have items of different weight, temperature, or size. Name them and discuss. |
| To maintain gross motor control and to move rhythmically and creatively | Song - Bend and Stretch - Romper Room<br>Balance beam or strips of tape on the floor. Walk heel-toe on it.<br>Record - Rhythmic Activities - Side 1 and 2 The Instructor Pub., Inc.<br>Game - Musical Chairs<br>Move to the beat of a drum. Tiptoe, run, hop to the music.<br>Bounce balls to music.<br>Use metronome - walk to slow beats; increase timing. |

LANGUAGE DEVELOPMENT

| Concepts | Illustrative Behavicral Objectives | Learning Activities |
|---|---|---|
| Expressive gestural language (cont.) | To maintain gross motor control and to move rhythmically and creatively (cont.) | Use rhythm instruments whi |
| | | Frostig - Move-Grow Learn |
| | To show feelings without the use of words | Interpretation of photogra |
| | | Peabody Cards, Level "P" -<br>then have children role-p |
| | | Charades - Child's face sh |
| | | Doll play |
| | | Look at and talk about pic<br>feelings. |
| | | Understanding Our Feelings |
| | To express basic needs without the use of spoken language | Watch for expressions of<br>see that they are met. ( |
| | | Monitor all non-verbal res<br>those with specific mean |
| | | Have the child point to ch<br>activities pictured to in |
| | | Have the child draw pictur |

| llustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| maintain gross motor control and to ove rhythmically and creatively ont.) | Use rhythm instruments while moving.<br>Frostig - Move-Grow Learn Program |
| show feelings without the use of rds | Interpretation of photographs.<br>Peabody Cards, Level "P" - Introduce expressions then have children role-play expressions.<br>Charades - Child's face shows happiness, sadness<br>Doll play<br>Look at and talk about pictures of people's feelings.<br>Understanding Our Feelings - Instructo |
| express basic needs without the e of spoken language | Watch for expressions of daily living needs and see that they are met. (ex. bathroom, water)<br>Monitor all non-verbal responses and isolate those with specific meaning.<br>Have the child point to chart with common activities pictured to indicate needs.<br>Have the child draw pictures that indicate needs. |

LANGUAGE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Expressive gestural language (cont.) | To perform a specific task on command without using language | Simon Says<br>Snack Time - Ask a child to out.<br>Use a child as a messenger<br>Acting out nursery rhymes o<br>Fold, cut or tear paper as<br>Bring me a pencil, open the get the blue book and give |
|  | To use gestures with language to express needs | Role playing<br>Songs that express definite<br>Use basic needs charts. Ha say what the picture is. ( water)<br>Aware of meaning of child's<br>Reward child for expressing |

LANGUAGE DEVELOPMENT

| llustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| rform a specific task on command hout using language | Simon Says |
| | Snack Time - Ask a child to get napkins to pass out. |
| | Use a child as a messenger (with notes). |
| | Acting out nursery rhymes or pantomine. |
| | Fold, cut or tear paper as directed. |
| | Bring me a pencil, open the door, clap your hands, get the blue book and give it to Sally. |
| se gestures with language to ress needs | Role playing |
| | Songs that express definite feelings. |
| | Use basic needs charts. Have the child point and say what the picture is. (Bathroom, drink of water) |
| | Aware of meaning of child's gestures |
| | Reward child for expressing needs |

LANGUAGE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activitie |
|---|---|---|
| Expressive verbal language | To get each child to vocally respond or orally express himself | Teacher verbalizes action w them out.<br>Peabody Kit Level I - use h to talk to children.<br>Use a tape recorder - have himself. Play back tape.<br>Provide daily time for shar<br>Look at variety of pictures describe what they see.<br>Tape answers to simple ques<br>Edison Voice Mirror<br>Language Master |
| | To develop the use of speech mechanisms | Talking Time - Scott and Th Division, McGraw-Hill, St.<br>See field test edition of G comprehensive list of acti |

## LANGUAGE DEVELOPMENT

| Illustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| To get each child to vocally respond or orally express himself | Teacher verbalizes action words - children act them out.<br>Peabody Kit Level I - use hand or finger puppets to talk to children.<br>Use a tape recorder - have each child tell about himself. Play back tape.<br>Provide daily time for sharing news.<br>Look at variety of pictures. Children then describe what they see.<br>Tape answers to simple questions.<br>Edison Voice Mirror<br>Language Master |
| To develop the use of speech mechanisms | Talking Time - Scott and Thompson, Webster Division, McGraw-Hill, St. Louis, Mo.<br>See field test edition of Guide, pp. 70-77 for a comprehensive list of activities. |

LANGUAGE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| pressive verbal anguage (cont.) | To call familiar objects by common names | Show flash cards or photogr objects.<br>Language Master<br>Name object pulled from "Gr<br>Name and label objects in t<br>Peabody Kit Level I - flash<br>Peabody Kit Level P - Ameri Publi Circl<br>Mount pictures or objects, children. Each child tell ifies them as to fruit, fo<br>See Basic Information and V |
|  | To be able to respond with an appropriate word in an unfinished sentence | When I wash my face, I use<br>I eat with a ______. (fork<br>I see with my _____. (eyes<br>I sleep in a ______. (bed)<br>Riddles: I am a pet. I wa and chew bones. I'm a __<br>I am big. I live in the trunk. I'm a _______. |

| rative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| familiar objects by common | Show flash cards or photographs of familiar objects.<br>Language Master<br>Name object pulled from "Grab Bag".<br>Name and label objects in the room.<br>Peabody Kit Level I - flash cards<br>Peabody Kit Level P - American Guidance Services, Publisher's Building, Circle Pines, Minn. 55014<br>Mount pictures or objects, distribute them to children. Each child tells what it is, classifies them as to fruit, food, tools, toys, etc.<br>See Basic Information and Vocabulary Section |
| le to respond with an<br>riate word in an unfinished<br>e | When I wash my face, I use _____. (soap, water)<br>I eat with a ______. (fork, spoon)<br>I see with my _____. (eyes)<br>I sleep in a _____. (bed)<br>Riddles: I am a pet. I wag my tail. I bark and chew bones. I'm a ______.<br>I am big. I live in the jungle. I have a trunk. I'm a _______. |

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Expressive verbal language (cont.) | To be able to respond with an appropriate word in an unfinished sentence (cont.) | Guessing Game: I'm thinkin room. It is blue. It is flowers in it.<br>Sound Game: Show pictures with the sound the object car, fire engine, bird, ca<br>What we wear game: on a ra swimming, out to play, sno<br>Recognizing clothing: teac then gives clues concernin mittens, hats, sweaters, e<br>Identifying family members: pictures of children's hom Children tell class about<br>Montessori Puzzles<br>Smell and Tell: children s and tell about them - perh descriptions. Cinnamon, l perfume, vinegar, orange,<br>Touch and Tell: children t Tree bark, leaves, grass, samples, glass, sea shells<br>Feel and Touch -- Match and Dick Blick, P.O. Box 1267, |

| strative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| able to respond with an opriate word in an unfinished ence (cont.) | Guessing Game: I'm thinking of something in this room. It is blue. It is on my desk. It has flowers in it.<br>Sound Game: Show pictures and children respond with the sound the object makes - cow, train, car, fire engine, bird, cat, airplane, etc.<br>What we wear game: on a rainy day, sunny day, swimming, out to play, snowy day.<br>Recognizing clothing: teacher holds up objects then gives clues concerning owner. Can use mittens, hats, sweaters, etc.<br>Identifying family members: bulletin board with pictures of children's homes and family members. Children tell class about pictures.<br>Montessori Puzzles<br>Smell and Tell: children smell items or extracts and tell about them - perhaps only one word descriptions. Cinnamon, lemons, chocolate, perfume, vinegar, orange, paste, peppermint.<br>Touch and Tell: children touch items and describe. Tree bark, leaves, grass, milk weed pods, carpet samples, glass, sea shells, rice.<br>Feel and Touch -- Match and Tell<br>Dick Blick, P.O. Box 1267, Galesburg, Ill. 61401 |

LANGUAGE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Expressive verbal language (cont.) | To be able to respond with an appropriate word in an unfinished sentence (cont.) | Play "I see something ..." is red, white, and blue. it?" (flag) |
| | To talk in complete sentences | Encourage sharing of ideas home. "Conversation time"<br>Describe objects in the roo "Mystery Box".<br>Show and Tell<br>Tell about special events a<br>Show a picture and say one Ask child to add more for |
| | To be able to express oneself so one is understood, such as introducing self, saying please, thank you | Snack time - use correct ma snack.<br>Role playing - restaurant, shopping situations.<br>Use tape recorder when pai each other or pretend to h<br>Practice saying, "Hello, my<br>Role playing - video tapes manners. |

LANGUAGE DEVELOPMENT

| trative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| able to respond with an priate word in an unfinished nce (cont.) | Play "I see something ..." "I see something that is red, white, and blue. It is up high. What is it?" (flag) |
| k in complete sentences | Encourage sharing of ideas and happenings from home. "Conversation time"<br>Describe objects in the room or pulled from a "Mystery Box".<br>Show and Tell<br>Tell about special events and holidays.<br>Show a picture and say one sentence about it. Ask child to add more for a story. |
| able to express oneself so one is rstood, such as introducing self, g please, thank you | Snack time - use correct manners to receive snack.<br>Role playing - restaurant, church, meals, parties, shopping situations.<br>Use tape recorder when pair of children introduce each other or pretend to be offering services.<br>Practice saying, "Hello, my name is _____."<br>Role playing - video tapes of good and bad manners. |

LANGUAGE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Expressive verbal language (cont.) | To ask and answer questions | Play store - ask prices<br>"What is it?" Game - descri sentence an object in the child identify it in a co<br>Understanding questions - saying yes or no:<br>Do boys fly?<br>Is the sky blue?<br>Are boys men?<br>Are crayons for colorin<br>Are shoes to wear?<br>Encourage free conversatio |
|  | To listen and carry out instructions | Action records - play rhyt and teach children to car<br>a. Dance-a-Story - Ed. Douglas St., El Seg<br>Simple directions - "Open right hand on your head".<br>Simon Says<br>Give a simple message to b |

## LANGUAGE DEVELOPMENT

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| sk and answer questions | Play store - ask prices<br>"What is it?" Game - describe in a complete sentence an object in the room and have the child identify it in a complete sentence.<br>Understanding questions - child responds by saying yes or no:<br>Do boys fly?<br>Is the sky blue?<br>Are boys men?<br>Are crayons for coloring?<br>Are shoes to wear?<br>Encourage free conversation. |
| isten and carry out instructions | Action records - play rhythm and activity record and teach children to carry out directions.<br>a. Dance-a-Story - Ed. Record Sales, 500 S. Douglas St., El Segundo, Calif.<br>Simple directions - "Open the door," "Put your right hand on your head".<br>Simon Says<br>Give a simple message to be delivered. |

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Expressive verbal language (cont.) | To listen and carry out instructions (cont.) | Assign a "space" to each ch "Bob and Kathy change spac "Everyone return to your o be given a large shape or Teacher says, "All the cir or all the fruit exchange<br>Singing games - Looby Loo, Mulberry Bush<br>Give directions involving p flannelboard cutouts<br>Book exercises - "Find page first word on Page 1."<br>Give child preprinted mater Give directions.<br>e.g. - a. Put an X on t<br>b. Color the dog<br>Sound and voice exercises - It By Ear - Auditory Trai Clinic<br>Materials:<br>Listen and These Are Sounds filmstrip) Guidance Assoc N.Y.<br>Name Pictures, No. 2699, Id Company, Oak, Ill. 60453 |

| llustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| o listen and carry out instructions (cont.) | Assign a "space" to each child. Teacher says "Bob and Kathy change spaces." Follow with "Everyone return to your own space." Child may be given a large shape or object to hold. Teacher says, "All the circles change spaces or all the fruit exchange spaces."<br>Singing games - Looby Loo, Here We Go Round the Mulberry Bush<br>Give directions involving placement of felt flannelboard cutouts<br>Book exercises - "Find page 3"; "Point to the first word on Page 1."<br>Give child preprinted materials and crayons. Give directions.<br>e.g. - a. Put an X on the wagon.<br>b. Color the dog.<br>Sound and voice exercises - Teach Lessons - Play It By Ear - Auditory Training Games - John Tracy Clinic<br>Materials:<br>Listen and These Are Sounds About You (Record filmstrip) Guidance Associates, Pleasantville, N.Y.<br>Name Pictures, No. 2699, Ideal School Supply Company, Oak, Ill. 60453 |

LANGUAGE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Expressive verbal language (cont.) | To listen and carry out instructions (cont.) | Who Said It? (Record #703) Inc. P.O. Box 392, Freepor<br>Hand Trap Set, #M386, Creat Princeton, N.J. |
| | To carry out instructions involving a time lapse | Game Rule - tell me how to<br>Give Simple Instructions - we do in the morning.<br>Charades - teach each chil nursery rhyme or story ("J then recall and act out pl<br>Materials:<br>1. Golden Mother Goose, Th Poetry, Finger Play Poe Palfrey's School Supply<br>2. Sounds I Can Hear (Rec Glenview, Ill. 60025<br>3. Milton Bradley Aids: Al #7504, Palfrey's School<br>4. Bambi, Black Beauty, Fo Stories, Goldilocks & T the Beanstalk, Grimm's Bunyan, etc. Educatio |

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| isten and carry out instructions<br>t.) | Who Said It? (Record #703) Educational Activity Inc. P.O. Box 392, Freeport, N.Y.<br>Hand Trap Set, #M386, Creative Playthings, Princeton, N.J. |
| arry out instructions involving a<br>lapse | Game Rule - tell me how to play tag.<br>Give Simple Instructions - Billy, tell Sue what we do in the morning.<br>Charades - teach each child how to listen to a nursery rhyme or story ("Jack and Jill") and then recall and act out plot.<br>Materials:<br>1. Golden Mother Goose, The Big Golden Book of Poetry, Finger Play Poems for Children, Palfrey's School Supply Co.<br>2. Sounds I Can Hear (Record) Scott, Foresman Co., Glenview, Ill. 60025<br>3. Milton Bradley Aids: Alphabet Poster Cards, #7504, Palfrey's School Supply Co.<br>4. Bambi, Black Beauty, Four Winnie-the-Pooh Stories, Goldilocks & The Three Bears, Jack & the Beanstalk, Grimm's Fairy Tales, Paul Bunyan, etc. Educational Record Sales. |

| Concepts | Illustrative Behavioral Objectives | Learning Activitie |
|---|---|---|
| Expressive verbal language (cont.) | To retell events following a sequence | Retell a story in correct c has read it. Draw pictur<br>Tell a three sentence stor it. Gradually increase l<br>After a field trip, discus<br>Have child tell about even<br>Games - "Tiny Tommy Tucker Pepper" - sequential nami Listen, Speak, and Write, |
| | To answer the telephone properly | Use toy or real telephones to answer a phone.<br>Show them how to hold the that they should answer t listen to what this perso to hang up the phone when person to the phone.<br>Practice using the phone b call one child who must a call another child to the<br>Play store - call and orde<br>Record calls on tape recor supply answers in telepho |

## LANGUAGE DEVELOPMENT

| strative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| tell events following a sequence | Retell a story in correct order after teacher has read it. Draw picture for each part.<br>Tell a three sentence story. Have child retell it. Gradually increase length.<br>After a field trip, discuss what was seen.<br>Have child tell about events over the weekend.<br>Games - "Tiny Tommy Tucker" and "Aunt Polly Pepper" - sequential naming game - Learn to Listen, Speak, and Write, Scott Foresman Co. |
| swer the telephone properly | Use toy or real telephones to teach children how to answer a phone.<br>Show them how to hold the receiver. Tell them that they should answer the person calling, listen to what this person is saying, and not to hang up the phone when they go to get the person to the phone.<br>Practice using the phone by having the teacher call one child who must answer the phone and call another child to the phone.<br>Play store - call and order items.<br>Record calls on tape recorder - have children supply answers in telephone transmitters. |

## LANGUAGE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Expressive verbal language (cont.) | To carry on a natural conversation with others | Role playing of community he<br>Group production of story o<br>Playhouse - observe interac<br>Group class meeting - School Wm. Glasser |
| | To coordinate vocal mechanisms and manual dexterity | Finger Plays and Action Son Let's Do Finger Plays - Ma Robert B. Luce, Inc., Wash<br>Songs: "The Noble Duke of Shoulders, My Knees, My To the Woods". |
| | To develop self-confidence through choral reading | Small group readings of poe Three Billy Goats Gruff, T Mr. Bear.<br>Nursery rhymes |
| | To develop self-expression through storytelling and creative dramatics | Child tells story about him<br>Large picture - child tells |

# LANGUAGE DEVELOPMENT

| rative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| y on a natural conversation with | Role playing of community helpers.<br>Group production of story or play.<br>Playhouse - observe interaction.<br>Group class meeting - Schools Without Failure, Wm. Glasser |
| dinate vocal mechanisms and dexterity | Finger Plays and Action Songs Let's Do Finger Plays - Marian F. Grayson Robert B. Luce, Inc., Washington.<br>Songs: "The Noble Duke of York"; "My Head, My Shoulders, My Knees, My Toes"; "Little Cabin in the Woods". |
| lop self-confidence through reading | Small group readings of poems and songs, ex. Three Billy Goats Gruff, The Three Bears, Ask Mr. Bear.<br>Nursery rhymes |
| lop self-expression through elling and creative dramatics | Child tells story about himself.<br>Large picture - child tells about it. |

LANGUAGE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Expressive verbal language (cont.) | To develop self-expression through storytelling and creative dramatics (cont.) | Teacher reads story, then r act it out.<br>Use handmade stick or pape familiar stories.<br>Use masks for role playing.<br>Activity Records - Happy Ti<br>Look, Listen, Say Records - Binder Scott. Smilemobile |
| Visual reception | To observe picture similarities and differences (form, size, reversals, action details) | Use pictures of common item animals. Compare two pict things that are alike and |
| | To recognize likenesses and differences of shapes, color, and size | Color forms. Ideal Co. Fl<br>Give each child an envelope shapes. Sort by size, col |
| | To develop understanding of sizes, using terms, "big" and "little" | Peabody Language Dev. Kit L cards.<br>Curriculum Guide for Teache Preschoolers, Allegheny Co Crippled Children & Adults Pa., 1969. |

## LANGUAGE DEVELOPMENT

| rative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| lop self-expression through elling and creative dramatics ) | Teacher reads story, then rereads while children act it out.<br>Use handmade stick or paper bag puppets for familiar stories.<br>Use masks for role playing.<br>Activity Records - Happy Time Listening<br>Look, Listen, Say Records - 1 and 2, Louise Binder Scott. Smilemobile #A152, #A153. |
| rve picture similarities and rences (form, size, reversals, details) | Use pictures of common items like cars, houses, animals. Compare two pictures, looking for things that are alike and different. |
| gnize likenesses and differences pes, color, and size | Color forms. Ideal Co. Flannelboard shapes.<br>Give each child an envelope of colored paper shapes. Sort by size, color, and shape. |
| lop understanding of sizes, terms, "big" and "little" | Peabody Language Dev. Kit Level I - size contrast cards.<br>1 *Curriculum Guide for Teachers of Handicapped Preschoolers*, Allegheny County Society for Crippled Children & Adults, Inc., Pittsburgh, Pa., 1969. |

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Visual reception (cont.) | To learn leftness and rightness, top and bottom | Make a collection of pictur left-right facing groups. label "Left" and "Right"<br>Game: Simon Says<br>Attach colored construction upper corners of child's d Use two colors. Give dire right hand on the print. your head." Cover hand pr paper. Make up other game |
| | To recognize likenesses and differences in letter forms | Match by drawing lines from other - Match M with M, et<br>Circle the one letter in th M M N M.<br>Match flannelboard letters, pile and so on. |
| | To observe internal picture details for interpretation | Talk about variety of pictu like: "What do you see in happening? What do you th and so on. |

## LANGUAGE DEVELOPMENT

| ative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| leftness and rightness, top tom | Make a collection of pictures and sort them into left-right facing groups. Mount on a chart, label "Left" and "Right"<br>Game: Simon Says<br>Attach colored construction paper hand prints in upper corners of child's desk. Label R and L. Use two colors. Give directions ... "Put your right hand on the print. Put your left hand on your head." Cover hand prints with clear contact paper. Make up other games. |
| nize likenesses and differences er forms | Match by drawing lines from one side of paper to other - Match M with M, etc.<br>Circle the one letter in the row that is different, M M N M.<br>Match flannelboard letters, putting A's in one pile and so on. |
| ve internal picture details erpretation | Talk about variety of pictures using questions like: "What do you see in the picture? What is happening? What do you think will happen next?" and so on. |

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Visual expression (cont.) | To determine sequence in pictures | See-Quee puzzles. Instructo |
| | To develop left-to-right progression | Arrange See-Quee pictures f<br>Make pictures from directio "Draw a man in the middle. right side", etc. |
| | To predict endings for picture stories | Make up a short story to ex picture. Ask how the stor record several answers and after hearing each one. |
| | To recall prior visual objects or experiences | Show and Tell Time<br>Make pictures of known ite Example: the house you l discuss.<br>Game: Arrange objects on at objects, then turns hi removed. Child must reca which one is gone. |

## LANGUAGE DEVELOPMENT

| ative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| mine sequence in pictures | See-Quee puzzles. Instructo. |
| op left-to-right progression | Arrange See-Quee pictures from left to right.<br>Make pictures from directions dictated by teacher. "Draw a man in the middle. Draw a ball on the right side", etc. |
| ct endings for picture stories | Make up a short story to explain action in a picture. Ask how the story would end. Tape record several answers and decide on best ending after hearing each one. |
| l prior visual objects or nces | Show and Tell Time<br>Make pictures of known items and people. Example: the house you live in. Show and discuss.<br>Game: Arrange objects on a table. Child looks at objects, then turns his back while one is removed. Child must recall objects to tell which one is gone. |

# LANGUAGE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activitie |
|---|---|---|
| Visual expression (cont.) | To identify letter forms | Tactile beaded letter cards.<br>Trace letter forms in sand |
| | To associate capital letters with lower case forms | Tactile beaded letter cards.<br>Upper-lower case letter for |
| | To develop association of letters to sounds | Talking Alphabet.<br>Upper-lower case alphabet c pictures.<br>Spin the Bottle - say a wor particular letter. Child letter you use.<br>Look, Listen, Learn Harcourt: Brace, Jovanovic<br>Classify objects into "soun initial sounds. |
| | To associate spoken words with written symbols | Have child tell you about a he has made. Write down w back to him. Mount his dic created object. |

LANGUAGE DEVELOPMENT

| tive Behavioral Objectives | Learning Activities and Materials |
|---|---|
| fy letter forms | Tactile beaded letter cards. Ideal Co.<br>Trace letter forms in sand or finger paint. |
| ate capital letters with se forms | Tactile beaded letter cards. Ideal Co.<br>Upper-lower case letter form puzzles. Instructo. |
| p association of letters to | Talking Alphabet.<br>Upper-lower case alphabet cards with associative pictures.<br>Spin the Bottle - say a word which begins with a particular letter. Child must make sound of the letter you use.<br>Look, Listen, Learn Harcourt: Brace, Jovanovich.<br>Classify objects into "sound" boxes according to initial sounds. |
| ate spoken words with written | Have child tell you about a picture or something he has made. Write down what he says. Read it back to him. Mount his dictated story beside his created object. |

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Visual expression (cont.) | To associate spoken words with written symbols (cont.) | Write down stories told by group. Make large charts illustration, or bind smal reread with all the childr<br>Learning to Read Through Ex Lee, Doris M. and R. Van A Appleton-Century-Crofts. |
| | To recognize basic common sight vocabulary | Put name cards on objects as "door".<br>Use color words to enlarge "blue door".<br>Make a list of interesting<br>Word recognition cards. ( programs have them) |
| | To recognize likenesses and differences in word forms | Frame word and discuss sha two words. Example<br>t r a i n<br>Word Family games - Match ending or beginning lette<br>Ask "Which Is It?" Which feathers or sweaters? Us words. |

## LANGUAGE DEVELOPMENT

| tive Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ate spoken words with written (cont.) | Write down stories told by individuals or by the group. Make large charts and encourage group illustration, or bind small stories into booklets, reread with all the children.<br>Learning to Read Through Experience. Lee, Doris M. and R. Van Allen, New York: Appleton-Century-Crofts. |
| ize basic common sight ary | Put name cards on objects in the classroom, such as "door".<br>Use color words to enlarge sentences, such as "blue door".<br>Make a list of interesting words. Add to it.<br>Word recognition cards. (All major basal reading programs have them) |
| ize likenesses and differences forms | Frame word and discuss shape. Compare shape of two words. Example<br>train book<br>Word Family games - Match all words with same ending or beginning letters.<br>Ask "Which Is It?" Which grows on a chicken ... feathers or sweaters? Use many similar sounding words. |

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Visual expression (cont.) | To recognize likenesses and differences in word forms (cont.) | Distribute pairs of rhyming of items and have children and match them.<br>"Rhyming books", Dr. Seuss. |
| Handwriting readiness | To develop gross motor control | Clap hands to strongly rhyt<br>March to music and to a dru<br>Clap repeated patterns.<br>Walk to music, changing mov music ... run, gallop, wal<br>Record: A Visit to My Litt<br>Primary rhythm instruments<br>Drawing large lines and cir<br>1. Kindergarten: Course of Rochester Public School Rochester, Minn. p. 3 to 9<br>2. San Diego City Schools San Diego, Calif. p. 12 to 14 |

LANGUAGE DEVELOPMENT

| ative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| gnize likenesses and differences<br>l forms (cont.) | Distribute pairs of rhyming objects. Call names of items and have children bring them forward and match them.<br>"Rhyming books", Dr. Seuss. |
| lop gross motor control | Clap hands to strongly rhythmic music.<br>March to music and to a drum beat.<br>Clap repeated patterns.<br>Walk to music, changing movement to correspond to music ... run, gallop, walk, hop, etc.<br>Record: A Visit to My Little Friend<br>Primary rhythm instruments<br>Drawing large lines and circles on blackboard.<br>1. Kindergarten: Course of Study Vol. I<br>Rochester Public Schools<br>Rochester, Minn.<br>p. 3 to 9<br>2. San Diego City Schools Curriculum Guide<br>San Diego, Calif.<br>p. 12 to 14 |

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Handwriting eadiness (cont.) | To develop fine motor control | Trace sandpaper or felt let<br>Story of NIXI, provides pra and stick formation.<br>SPICE, Educational Service, Michigan. p. 168-170. |
| | Controlled use of writing tools (pencil, pen, crayons) | "Follow the dots" pages<br>Tracing<br>Coloring books |

| rative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| lop fine motor control | Trace sandpaper or felt letters with hands<br>Story of NIXI, provides practice with circle and stick formation.<br>SPICE, Educational Service, Inc., Benton Harbor Michigan. p. 168-170. |
| lled use of writing tools l, pen, crayons) | "Follow the dots" pages<br>Tracing<br>Coloring books |

## BASIC INFORMATION AND VOCABULARY

| Concepts | Illustrative Behavioral Objectives | Learning Activitie |
|---|---|---|
| Conveying basic personal facts | Able to state name, age, address, and telephone number | Send invitations to class p supply full name and stree<br>Child must give phone numbe toy phone. Teacher reward lege during conversation.<br>Mafex Co. - Hoorah for Me |
| | Able to state family structure:<br>Mother )<br>Father )-- Similar Connotation<br>Grandfather)<br>Grandmother)<br>Sister Uncle<br>Brother Cousins<br>Aunt | Role play<br>Milton Bradley Early Childh Unit 2<br>Instructo - Members of the My Home and Fa<br>Mafex Co. - Family Unit |
| | Knows names of colors:<br>Red Pink<br>Yellow Orange<br>Blue Green<br>White Black | Instructo - Color Recogniti<br>Spoken Arts Inc. - Colors E<br>Class sits in circle holdi stands in center. When t two colors, those holding places as "it" tries to b to the circle. |

BASIC INFORMATION AND VOCABULARY

| llustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| e to state name, age, address, and lephone number | Send invitations to class party. Child must supply full name and street address.<br>Child must give phone number to receive call on toy phone. Teacher rewards with special privilege during conversation.<br>Mafex Co. - Hoorah for Me |
| e to state family structure:<br>her )<br>her )-- Similar Connotation<br>dfather)<br>dmother)<br>ter Uncle<br>ther Cousins<br>t | Role play<br>Milton Bradley Early Childhood Enrichment Series - Unit 2<br>Instructo - Members of the Family<br>My Home and Family<br>Mafex Co. - Family Unit |
| ws names of colors:<br>Pink<br>low Orange<br>e Green<br>e Black | Instructo - Color Recognition - No. 55<br>Spoken Arts Inc. - Colors Everywhere, #2011<br>Class sits in circle holding color tags. "It" stands in center. When the teacher calls out two colors, those holding them run and change places as "it" tries to beat one of them back to the circle. |

## BASIC INFORMATION AND VOCABULARY

### BASIC INFORMATION

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Conveying basic personal facts (cont.) | Knows names of colors ... (cont.) | Spin color clock. Child na<br>color chip. |
| | Knows articles of clothing:<br>coat<br>jacket<br>shirt<br>blouse<br>skirt<br>dress<br>pants<br>socks<br>shoes<br>mittens<br>boots<br>hat | Mafex Co. - Family Unit<br>Stanwix House, Inc. - Play<br>Policeman leaves room. Up<br>child describes the cloth<br>child.<br>Play with boy and girl dre<br>Role play with "grown-up" |
| | Able to identify home items:<br>chair<br>table<br>rug<br>lamp<br>stove<br>refrigerator<br>couch<br>bed<br>chest of drawers<br>door<br>window<br>floor | Play with miniature toy ho<br>J.A. Preston Corp. - Dollh<br>Ideal Co. - Name Pictures |

BASIC INFORMATION AND VOCABULARY

BASIC INFORMATION

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ws names of colors ... (cont.) | Spin color clock. Child names color and takes color chip. |
| ws articles of clothing:<br>t pants<br>ket socks<br>rt shoes<br>use mittens<br>rt boots<br>ss hat | Mafex Co. - Family Unit<br>Stanwix House, Inc. - Play & Say Cards<br>Policeman leaves room. Upon entering, another child describes the clothing of the "lost" child.<br>Play with boy and girl dress-up dolls.<br>Role play with "grown-up" clothes. |
| e to identify home items:<br>ir couch<br>le bed<br>chest of drawers<br>p door<br>ve window<br>rigerator floor | Play with miniature toy house.<br>J.A. Preston Corp. - Dollhouse and Furniture<br>Ideal Co. - Name Pictures for Flannelboard |

## BASIC INFORMATION AND VOCABULARY

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Conveying basic personal facts (cont.) | Develop understanding of terms denoting position, size, and comparison:<br>up<br>down<br>big<br>little<br>more<br>less<br>many<br>few<br>under<br>beside<br>above<br>behind | "It" stands blindfolded in c child chants verse and "it" child is up or down.<br>VERSE: Sometimes I'm w<br>Sometimes I'm w<br>Now I'm up - No<br>Guess where I a<br>Child follows directions whi<br>Instructo - Arithmetic No. 2<br>Special Language Program - E |
|  | Recognizes and knows names of fruits and vegetables:<br>apple<br>orange<br>banana<br>cherries<br>pear<br>beans<br>corn<br>peas<br>lettuce<br>tomatoes | American Guidance Services, Language Development Kit -<br>Scott Foresman Co. - Talk St<br>General Learning Corp. (Judy Food Series<br>Rotate picture wheel - chil which is in full view.<br>Children cut construction pa them as they are placed on Construction paper vegetabl stapled on bottom of bullet |

| rative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| understanding of terms denoting<br>on, size, and comparison: | "It" stands blindfolded in center of circle. One child chants verse and "it" decides whether child is up or down. |
| many<br>few<br>under<br>e beside<br>above<br>behind | VERSE: Sometimes I'm way up high,<br>Sometimes I'm way down low,<br>Now I'm up - Now I'm down.<br>Guess where I am now. |
| | Child follows directions which include these terms. |
| | Instructo - Arithmetic No. 27 - Flannel Board Set |
| | Special Language Program - Electronic Future, Inc. |
| izes and knows names of fruits<br>egetables: | American Guidance Services, Inc. - Peabody Language Development Kit - Level P |
| beans<br>e corn<br>a peas<br>ies lettuce<br>tomatoes | Scott Foresman Co. - Talk Starters; At the Store |
| | General Learning Corp. (Judy) Reversible Puzzles - Food Series |
| | Rotate picture wheel - child identifies picture which is in full view. |
| | Children cut construction paper fruit and name them as they are placed on bulletin board tree. Construction paper vegetables are cut and stapled on bottom of bulletin board. |

BASIC INFORMATION AND VOCABULARY

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Conveying basic personal facts (cont.) | Recognizes and knows names of fruits and vegetables ... (cont.) | Children cut out magazine pi fruit/vegetable chart. |
| | | One child describes fruit or try to guess the one which |
| | | Several fruits and vegetabl One child leaves the room. The child returns and gues |
| | | Role play - grocer and cust |
| | | Bring in real fruits and ve "tasting party". |
| | | Peabody Language Developmen ican Guidance Services Inc cards. |
| | Able to identify farm and zoo animals:<br>dog horse elephant<br>cat sheep monkey<br>bird pig lion<br>rabbit cow tiger | Milton Bradley Early Childh Unit 2 |
| | | General Learning Corp. (Jud |
| | | Scott Foresman & Co. - Talk |
| | | Instructo - Farm Animals an<br>Zoo Animals<br>A Day at the Zo<br>Visiting the Fa |
| | | Field trips - farm, zoo, pe |

| trative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| izes and knows names of fruits egetables ... (cont.) | Children cut out magazine pictures and paste on fruit/vegetable chart. |
| | One child describes fruit or vegetable as others try to guess the one which he is thinking. |
| | Several fruits and vegetables are displayed. One child leaves the room. One object is removed, The child returns and guesses which one is gone. |
| | Role play - grocer and customer |
| | Bring in real fruits and vegetables and have a "tasting party". |
| | Peabody Language Development Kit Level I - American Guidance Services Inc., Fruit and vegetable cards. |
| o identify farm and zoo animals: | Milton Bradley Early Childhood Enrichment Series - Unit 2 |
| horse elephant<br>sheep monkey<br>pig lion<br>cow tiger | General Learning Corp. (Judy) - Wild Animal Series |
| | Scott Foresman & Co. - Talk Starters - At the Zoo |
| | Instructo - Farm Animals and Babies<br>Zoo Animals<br>A Day at the Zoo<br>Visiting the Farm |
| | Field trips - farm, zoo, pet shops |

BASIC INFORMATION AND VOCABULARY

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Conveying basic personal facts (cont.) | Able to identify farm and zoo animals ... (cont.) | Dramatize movements and soun<br>Every child holds an animal Lion" walks around the circ animal names. When a child he walks behind "Old King L Lion" cries "I am hungry" t a run. As "Old King Lion" find a seat. The child wit "Old King Lion". |
| | Knows the names and services of community helpers:<br>Mailman<br>Policeman<br>Fireman<br>Dentist<br>Doctor<br>Milkman<br>Bus Driver<br>Barber<br>Baker<br>Teacher | Milton Bradley Childhood Enr<br>General Learning Corp. - Ju Neighbors<br>Visit fire station, police s relate their experiences a their thoughts on chart pa<br>Keep a class scrapbook of c<br>Role play<br>Have mailman deliver mail t<br>Have children fill in blank a story about community he<br>Children tell their own sto helper picture cards. |

BASIC INFORMATION AND VOCABULARY

| rative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| identify farm and zoo animals ...<br>) | Dramatize movements and sounds of animals<br>Every child holds an animal picture. "Old King Lion" walks around the circle calling several animal names. When a child's animal is called he walks behind "Old King Lion". When "Old King Lion" cries "I am hungry" the children break into a run. As "Old King Lion" sits the others must find a seat. The child without a seat becomes "Old King Lion". |
| he names and services of community<br>s:<br>n Milkman<br>man Bus Driver<br>n Barber<br>t Baker<br>Teacher | Milton Bradley Childhood Enrichment Series - Unit 2<br>General Learning Corp. - Judy Story Set - Community Neighbors<br>Visit fire station, police station. Have children relate their experiences as the teacher writes their thoughts on chart paper.<br>Keep a class scrapbook of community helpers.<br>Role play<br>Have mailman deliver mail to school.<br>Have children fill in blanks as the teacher tells a story about community helpers.<br>Children tell their own story using community helper picture cards. |

BASIC INFORMATION AND VOCABULARY

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Conveying basic personal facts (cont.) | Knows the names and services of community helpers ... (cont.) | Invite parents to tell about each job to a specific pers truck driver. Mr. Jones is<br>Prepare skeletal map to whic house, police station, doct truck, etc.<br>Make 3-D map using boxes. |
|  | Can identify types of transportation vehicles | Developmental Learning Mater Transportation Stencils.<br>Make vehicles from boxes. Pa function, size, capacity. "box" cars and trucks. Inv come and see.<br>See Manual Level I - Peabody Kit - game for identifying pp. 10-11. |

| rative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| the names and services of commu- helpers ... (cont.) | Invite parents to tell about their jobs. Relate each job to a specific person. "Mr. Jones is a truck driver. Mr. Jones is Polly's father."<br>Prepare skeletal map to which children add fire house, police station, doctor's office, milk truck, etc.<br>Make 3-D map using boxes. |
| entify types of transportation les | Developmental Learning Materials - Farm and Transportation Stencils.<br>Make vehicles from boxes. Paint, label, compare function, size, capacity. Set up display of "box" cars and trucks. Invite another class to come and see.<br>See Manual Level I - Peabody Language Development Kit - game for identifying types of vehicles, pp. 10-11. |

## BASIC INFORMATION AND VOCABULARY

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Conveying basic personal facts (cont.) | Knows words from natural environment:<br>sun river<br>moon mountain<br>stars trees<br>clouds grass<br>ocean wind | Nature hike<br>David J.C. Cook Publishing Sets<br>Instructo Magnetic Visual A<br>Use a sand table to make ge mountains, valleys, plains<br>Make bulletin boards with p features and label them. |
| | Understands action verbs:<br>jump gallop<br>run sit<br>skip ride<br>hop go | Children respond to teacher<br>Children describe action pi<br>Ideal Co. - Action Pictures Flannelboard<br>Record: A Visit to My Litt |
| | Understands words of emotion:<br>happy frightened<br>sad surprised<br>angry | Children make their bodies emotion.<br>David Cook Publishing Co. - |

BASIC INFORMATION AND VOCABULARY

| ative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| rds from natural environment:<br>river<br>mountain<br>trees<br>grass<br>wind | Nature hike<br>David J.C. Cook Publishing Co. - Teaching Picture Sets<br>Instructo Magnetic Visual Aids<br>Use a sand table to make geographic formations, mountains, valleys, plains.<br>Make bulletin boards with pictures of physical features and label them. |
| nds action verbs:<br>gallop<br>sit<br>ride<br>go | Children respond to teachers' directions.<br>Children describe action pictures.<br>Ideal Co. - Action Pictures - Name Pictures for Flannelboard<br>Record: A Visit to My Little Friend |
| nds words of emotion:<br>frightened<br>surprised | Children make their bodies and faces show emotion.<br>David Cook Publishing Co. - Moods and Emotions |

BASIC INFORMATION AND VOCABULARY

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Conveying basic personal facts (cont.) | Understands words of emotion ...(cont.) | Read stories in which the these emotions. Discuss tions in which the childr these emotions.<br>Draw faces which show happ<br>"Understanding Our Feeling |
| | Understands adverbs:<br>slowly quickly<br>fast quietly | Children respond physicall include these terms. |
| | Knows the meaning of descriptive words:<br>round fuzzy<br>square heavy<br>smooth light<br>rough straight<br>hot crooked<br>cold | While blindfolded a child texture, size, shape, wei<br>Sense & Tell - Scott Fore |

BASIC INFORMATION AND VOCABULARY

| rative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ands words of emotion ...(cont.) | Read stories in which the characters experience these emotions. Discuss story and also situations in which the children have experienced these emotions.<br>Draw faces which show happiness and sadness.<br>"Understanding Our Feelings" - pictures. Instructo |
| ands adverbs:<br>quickly<br>quietly | Children respond physically to directions which include these terms. |
| he meaning of descriptive words:<br>fuzzy<br>heavy<br>light<br>straight<br>crooked | While blindfolded a child describes an object's texture, size, shape, weight.<br>Sense & Tell - Scott Foresman & Co. |

PERSONAL-SOCIAL BEHAVIOR

| Concepts | Illustrative Behavioral Objectives | Learning Activities a |
|---|---|---|
| Self-awareness | To be aware of personal physical characteristics | Discuss hair color, eye col features. |
| | | Have child look in a mirror |
| | | Have child draw himself wit appropriately. |
| | | Use stories to illustrate u as:<br>There's Only One You - H<br>My Book About Me - Dr. S Viking Press |
| | | Relate to self-help skill a to develop body image. |
| | To be aware of growth and change in one's body | Discuss babies (size, appea teeth, inabilities) |
| | | Draw self as a baby. |
| | | Bring in baby pictures fro discuss. |
| | | Talk about why and how the food, exercise, rest. |
| | | Weigh and measure child - |
| | | Emphasize each new skill t |

PERSONAL-SOCIAL BEHAVIOR

| strative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| aware of personal physical acteristics | Discuss hair color, eye color, and outstanding features. |
| | Have child look in a mirror and describe himself. |
| | Have child draw himself with colors chosen appropriately. |
| | Use stories to illustrate unique features, such as:<br>There's Only One You - Hallmark Press<br>My Book About Me - Dr. Seuss and Roy McKie Viking Press |
| | Relate to self-help skill activities and those to develop body image. |
| aware of growth and change in s body | Discuss babies (size, appearance - no hair or teeth, inabilities) |
| | Draw self as a baby. |
| | Bring in baby pictures from home to display and discuss. |
| | Talk about why and how the child grows, ex. food, exercise, rest. |
| | Weigh and measure child - compare to baby picture. |
| | Emphasize each new skill the child masters. |

## PERSONAL-SOCIAL BEHAVIOR

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Self-awareness (cont.) | To be aware of growth and change in one's body (cont.) | Illustrate growth with stor<br>*Growing Up*, Rand McNally G<br>*The Magic of Growing Up*, |
| | To be aware of personal preferences, likes and dislikes, feelings and emotions, behaviors and moods | Talk about "favorites"<br>-- things to do<br>-- things to eat<br>-- places to go<br>-- choices of color<br>-- choices of clothes<br>-- friends |
| | | Role playing activities whe make a choice. |
| | | Make wishes |
| | | Games which have choices. |
| | | Have a child choose many ac give each child a chance t entire class activities. |
| | | Encourage creative expressi |
| | To be aware of personal abilities and realistic of inabilities | Emphasize activities done a bicycle, driving a car, go |
| | | Illustrative bulletin board engaged in various activit |

## PERSONAL-SOCIAL BEHAVIOR

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| aware of growth and change in one's (cont.) | Illustrate growth with stories, such as:<br>*Growing Up*, Rand McNally Giant Book<br>*The Magic of Growing Up*, Hallmark Press |
| aware of personal preferences, s and dislikes, feelings and ions, behaviors and moods | Talk about "favorites"<br>-- things to do<br>-- things to eat<br>-- places to go<br>-- choices of color<br>-- choices of clothes<br>-- friends |
| | Role playing activities where child learns to make a choice. |
| | Make wishes |
| | Games which have choices. |
| | Have a child choose many activities of the day - give each child a chance to exert his will over entire class activities. |
| | Encourage creative expression through art media. |
| aware of personal abilities and istic of inabilities | Emphasize activities done at age levels. (ex. bicycle, driving a car, going places alone) |
| | Illustrative bulletin boards showing children engaged in various activities. |

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Self-awareness (cont.) | To be aware of personal abilities and realistic of inabilities (cont.) | Create experiences to be sol group.<br>Discuss occupations of adult child's play.<br>Illustrate growth in ability growth through stories such<br>The Little Rabbit Who Wan Platt and Munk<br>The Little Girl Story - H<br>The Little Boy Story - Ha<br>What Girls Can Be - Hallm<br>What Boys Can Be - Hallma<br>Good Little, Bad Little G Book<br>Little Mommy - Little Gol<br>Discuss and be objective of if necessary. |
| Awareness of physical environment | To be aware of broad elements of time | Using a day calendar, name d months, and holidays.<br>Emphasize holidays through a expression.<br>Stress today, tomorrow, and to class activities. |

| trative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| aware of personal abilities and stic of inabilities (cont.) | Create experiences to be solved alone, and by a group.<br>Discuss occupations of adults, as related to child's play.<br>Illustrate growth in ability with physical growth through stories such as:<br>The Little Rabbit Who Wanted Red Wings - Platt and Munk<br>The Little Girl Story - Hallmark Press<br>The Little Boy Story - Hallmark Press<br>What Girls Can Be - Hallmark Press<br>What Boys Can Be - Hallmark Press<br>Good Little, Bad Little Girl - Little Golden Book<br>Little Mommy - Little Golden Book<br>Discuss and be objective of physical limitations if necessary. |
| aware of broad elements of | Using a day calendar, name days of the week, months, and holidays.<br>Emphasize holidays through art media and language expression.<br>Stress today, tomorrow, and yesterday as related to class activities. |

## PERSONAL-SOCIAL BEHAVIOR

| Concepts | Illustrative Behavioral Objectives | Learning Activities |
|---|---|---|
| Awareness of physical environment (cont.) | To be aware of basic elements of weather | Discuss daily weather.<br>Mark weather on calendar.<br>Discuss clothes worn becaus<br>Relate restrictions in acti conditions. |
| Awareness of differences in people | To note general differences in physical appearances of people | Trace children's shapes on display, calling attention shapes, leg length, etc.<br>TERMS: tall, short, sm round, etc.<br>Child to color in his hair face sketch.<br>Make simple graphs of hair children in the group.<br>Enlarged group photos used physical differences.<br>Dandelion - Don Freeman (Vi emphasizes that physical a matter as much as who I am<br>Developmental Learning Mate of Children Posters. |

PERSONAL-SOCIAL BEHAVIOR

| trative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| aware of basic elements of er | Discuss daily weather.<br>Mark weather on calendar.<br>Discuss clothes worn because of weather.<br>Relate restrictions in activities to weather conditions. |
| e general differences in cal appearances of people | Trace children's shapes on large paper, label and display, calling attention to different heights, shapes, leg length, etc.<br>TERMS: tall, short, small, skinny, thin, round, etc.<br>Child to color in his hair and eye color on simple face sketch.<br>Make simple graphs of hair and eye color for children in the group.<br>Enlarged group photos used to discuss and note physical differences.<br>Dandelion - Don Freeman (Viking Press) Story emphasizes that physical appearance doesn't matter as much as who I am.<br>Developmental Learning Materials - The Many Faces of Children Posters. |

# PERSONAL-SOCIAL BEHAVIOR

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Awareness of differences in people (cont.) | To note similarities and differences in dress | "Who is wearing - shoes, skirt<br>Dress Peabody mannequin - emph wear, what boys wear.<br>Dress paper dolls.<br>Dress dolls.<br>Children dress in old play clo play. |
| Self-discipline | To make choices when asked | Refer to Activities listed und (likes and dislikes) |
| | To follow directions | Refer to Activities listed und Directions in the section Lan |
| | To set goals for himself | Encourage pupils to set simple week (clean room, quiet room,<br>Encourage their efforts to lea hard for them.<br>Give the child tasks which he accomplish, and expect him to |

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| note similarities and differences dress | "Who is wearing - shoes, skirts, dresses, pants?"<br>Dress Peabody mannequin - emphasize what girls wear, what boys wear.<br>Dress paper dolls.<br>Dress dolls.<br>Children dress in old play clothes for dramatic play. |
| make choices when asked | Refer to Activities listed under self-awareness. (likes and dislikes) |
| follow directions | Refer to Activities listed under Following Directions in the section Language Development. |
| set goals for himself | Encourage pupils to set simple class goals each week (clean room, quiet room, etc.)<br>Encourage their efforts to learn skills that are hard for them.<br>Give the child tasks which he can successfully accomplish, and expect him to accomplish it. |

PERSONAL-SOCIAL BEHAVIOR

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Self-discipline (cont.) | To set goals for himself (cont.) | Refer to Activities listed und (abilities and inabilities) |
| Awareness of feelings | To recognize facial expression or physical behaviors | Help the child respond appropr expressions or behaviors.<br>Use puppets or pictures to sho expressions mean. |
| | To associate behavior with feelings or moods in himself or others | Suzy Face Maker - Scott Foresm Storybooks - illustrates mood expression.<br>Dramatic play - "You are angry<br>Creative movement - "Show me w look) when you're angry, when knee, etc."<br>Draw happy faces or sad faces<br>Reward child with happy faces good behavior.<br>Use stories to illustrate feel<br>Happy, Sad, Silly, Mad - Wond<br>How I Feel - Children's Press<br>That New Baby - Coward McCann<br>Jenny's New Brother - Little<br>Sometimes I'm Jealous - Gold |

| lustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| set goals for himself (cont.) | Refer to Activities listed under Self-awareness (abilities and inabilities) |
| recognize facial expression or ysical behaviors | Help the child respond appropriately to specific expressions or behaviors.<br>Use puppets or pictures to show and explain what expressions mean. |
| associate behavior with feelings or ods in himself or others | Suzy Face Maker - Scott Foresman - First Talking Storybooks - illustrates moods through facial expression.<br>Dramatic play - "You are angry, happy, etc."<br>Creative movement - "Show me what you do (how you look) when you're angry, when you hurt your knee, etc."<br>Draw happy faces or sad faces on facial sketch.<br>Reward child with happy faces for good work or good behavior.<br>Use stories to illustrate feelings, such as:<br>Happy, Sad, Silly, Mad - Wonder Books<br>How I Feel - Children's Press<br>That New Baby - Coward McCann<br>Jenny's New Brother - Little Golden Book<br>Sometimes I'm Jealous - Golden Books |

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Awareness of feelings (cont. | To associate behavior with feelings or moods in himself or others (cont.) | *Sad Day, Glad Day* - Scholastic<br>Roleplaying real experiences. |
|  | To modify feelings and/or associated behaviors | Discuss what makes certain feel change those feelings, in chil<br>Role play specific instances o<br>School Health Education Study N 9. |
| Family relationships | To name members of immediate family, such as mother, father, brother, sister | Eastman, P.D. *Are You My Moth*<br>Have students bring pictures o immediate family.<br>Start a family corner picture<br>Have students build play house play act families.<br>Use the Family and Home Cards Language Development Kit, Lev Guidance Service, Inc.)<br>Discuss roles of each family m<br>Cut houses and draw family mem |

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ssociate behavior with feelings or ods in himself or others (cont.) | Sad Day, Glad Day - Scholastic Book Services<br>Roleplaying real experiences. |
| nodify feelings and/or associated haviors | Discuss what makes certain feelings and what will change those feelings, in children and adults.<br>Role play specific instances of changing behavior.<br>School Health Education Study Materials - Concept 9. |
| name members of immediate family, ch as mother, father, brother, ster | Eastman, P.D. Are You My Mother? (Dick Blick)<br>Have students bring pictures of members of their immediate family.<br>Start a family corner picture bulletin board.<br>Have students build play houses from blocks and play act families.<br>Use the Family and Home Cards from the Peabody Language Development Kit, Level P (American Guidance Service, Inc.)<br>Discuss roles of each family member.<br>Cut houses and draw family members inside. |

PERSONAL-SOCIAL BEHAVIOR

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Family relationships (cont.) | To name members of immediate family,... (cont.) | Use stories such as:<br>*What Daddies Do* - Hallmark<br>*My Home* - Little Golden Book |
| | To name other relatives outside immediate family | Have students draw pictures of cousins, etc. |
| | | Add these drawings to the famil |
| Sportsmanship | To take turns with other children | Read stories about children wh sports, and discuss the impor good sport. |
| | To respond well to correction | |
| | To not take things that belong to others | Provide group experiences such room or making a mural. |
| | To not fight or cry when he does not win -- finishes a game even if he is losing | "DUSO" Kit (Developing Underst Others) American Guidance Se |
| | To get along with others when working in a group | Study prints - "Other People A Publishing Co.) |
| | To share materials with other children | "Hello People" Kit includes re photographs, books, and cut-o the child appreciate the dive (Developmental Learning Mater |
| | To show consideration for other people | |
| | | "Understanding Our Feelings" - people develop understanding (Instructo Corporation) |

## PERSONAL-SOCIAL BEHAVIOR

| lustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ame members of immediate family,...<br>nt.) | Use stories such as:<br>*What Daddies Do* - Hallmark<br>*My Home* - Little Golden Book |
| ame other relatives outside<br>ediate family | Have students draw pictures of aunts, uncles, cousins, etc. |
|  | Add these drawings to the family corner. |
| ake turns with other children | Read stories about children who are good and bad sports, and discuss the importance of being a good sport. |
| espond well to correction |  |
| ot take things that belong to<br>ers | Provide group experiences such as cleaning up the room or making a mural. |
| t fight or cry when he does not<br>-- finishes a game even if he is<br>ing | "DUSO" Kit (Developing Understanding of Self and Others) American Guidance Service, Inc. |
| et along with others when working<br>a group | Study prints - "Other People Around Me" (Bowmar Publishing Co.) |
| hare materials with other children | "Hello People" Kit includes records, charts, maps, photographs, books, and cut-outs designed to help the child appreciate the diversity of people. (Developmental Learning Materials) |
| how consideration for other people |  |
|  | "Understanding Our Feelings" - 28 photographs of people develop understanding of self and others. (Instructo Corporation) |

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Sportsmanship (cont.) | To show consideration for other people (cont.) | Provide many types of group coo |
| Responsibility | To take good care of the things he uses | Teacher assigns simple tasks fo classroom, such as feeding pe |
| | To do simple tasks in the classroom when asked to do so by the teacher | Give child his own materials su pencils. Discuss how they sh |
| | To do simple tasks at home when asked to do so by the mother | Make charts showing children w Children draw pictures and te |
| | To follow directions with reasonable accuracy | Provide opportunity for childr where they must take turns su Games Program" (Fearon Publi |
| | To dress himself and take care of his own toilet needs | |
| | To respect other people's belongings | "Social Development" teaching taking turns, social attitude helping. (Dick Blick, Co.) |
| | To put away toys -- clean up work or play area after he is finished | Use the "helper" system in the |
| | To know when to work and when to play | Have pet day at school. Talk pet. |
| | To understand and accept the rules of classroom and school | Have a class pet and share car |
| | To care for pets | |

PERSONAL-SOCIAL BEHAVIOR

| strative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ow consideration for other people t.) | Provide many types of group cooperative projects. |
| ke good care of the things he uses | Teacher assigns simple tasks for each child in the classroom, such as feeding pets, etc. |
| simple tasks in the classroom asked to do so by the teacher | Give child his own materials such as crayons and pencils. Discuss how they should be cared for. |
| simple tasks at home when asked o so by the mother | Make charts showing children who are responsible. Children draw pictures and teacher labels. |
| llow directions with reasonable racy | Provide opportunity for children to play games where they must take turns such as "Pacemaker Games Program" (Fearon Publishers) |
| ess himself and take care of his toilet needs | "Social Development" teaching pictures teach taking turns, social attitudes, playing, and helping. (Dick Blick, Co.) |
| spect other people's belongings | Use the "helper" system in the classroom. |
| t away toys -- clean up work or area after he is finished | Have pet day at school. Talk about each child's pet. |
| ow when to work and when to play | Have a class pet and share care of it. |
| derstand and accept the rules of sroom and school | |
| re for pets | |

## PERSONAL-SOCIAL BEHAVIOR

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Community awareness - good citizenship | To illustrate by appropriate behavior an understanding of basic safety signs:<br>red light<br>orange (amber) light<br>green light<br>stop sign | Signs illustrated on cardboard. and associates a cue word to i<br>Example: Red light - stop<br>Orange light - be ca<br>Green light - go<br>Stop sign - stop<br>Color large pictures emphasizin shape or color of the signal.<br>Safety "march" - upright signal room. Children march and do w says as he comes to it.<br>Large cardboard puzzles of the to be constructed by children.<br>Singer (SVE) Corporation filmst Series - "Safe and Sound Along<br>Teaching Pictures (Hammet's or "Safety"series used for illust discussion purposes.<br>Discuss Smokey the Bear - fires<br>Discuss fire trucks and fire st<br>Talk about bicycle safety<br>Use stories |

PERSONAL-SOCIAL BEHAVIOR

| strative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| llustrate by appropriate avior an understanding of basic ety signs: | Signs illustrated on cardboard. Child chooses one and associates a cue word to it. |
| light<br>ge (amber) light<br>n light<br>sign | Example: Red light - stop<br>Orange light - be careful, go slow<br>Green light - go<br>Stop sign - stop |
| | Color large pictures emphasizing the specific shape or color of the signal. |
| | Safety "march" - upright signals posted around room. Children march and do what each sign says as he comes to it. |
| | Large cardboard puzzles of the stop light, etc. to be constructed by children. |
| | Singer (SVE) Corporation filmstrips - Safety Series - "Safe and Sound Along the Way" |
| | Teaching Pictures (Hammet's or Kurtz Co.) "Safety"series used for illustration and discussion purposes. |
| | Discuss Smokey the Bear - fires |
| | Discuss fire trucks and fire stations. |
| | Talk about bicycle safety |
| | Use stories |

## PERSONAL-SOCIAL BEHAVIOR

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Community awareness - good citizenship (cont.) | To be aware of community helpers and resources | Refer to Activities listed unde and Vocabulary (Community help |
| | To be aware of community transportation | Name types of transportation a<br>Utilize different means of tra<br>Discuss fares and travel route<br>Refer to Activities listed und |
| Manners | To use "magic words" when needed, such as please, thank you, excuse me, pardon me, etc. | Joslin. *What Do You Say, Dear*<br>Verbal attention when students priately.<br>Play acting these skills.<br>Games using "magic words"<br>Provide real experiences (pass |
| | To act mannerly in most common situations. | Discuss proper manners for var class, playground, etc.)<br>Illustrate proper manners with<br>Act out situations. |

| lustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| be aware of community helpers and sources | Refer to Activities listed under Basic Information and Vocabulary (Community helpers) |
| be aware of community transportation | Name types of transportation and their functions.<br>Utilize different means of travel for field trips.<br>Discuss fares and travel routes - traveling alone.<br>Refer to Activities listed under Basic Information. |
| use "magic words" when needed, such please, thank you, excuse me, rdon me, etc. | Joslin. *What Do You Say, Dear?* (Dick Blick)<br>Verbal attention when students use them appropriately.<br>Play acting these skills.<br>Games using "magic words"<br>Provide real experiences (passing out things, etc.) |
| ct mannerly in most common uations. | Discuss proper manners for various places (dinner, class, playground, etc.)<br>Illustrate proper manners with stick figures.<br>Act out situations. |

## PERSONAL-SOCIAL BEHAVIOR

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Manners (cont.) | To act mannerly in most common situations (cont.) | Call attention to proper behavi<br>Provide real opportunities (fie<br>Make good manner booklets or po<br>Have a good manners party for m<br>Monroe-Leal, *Manners Can Be Fun*<br>Discuss how good manners help w<br>Play act two people with bad ma two with good manners. Afterw class which they would like as<br>Emphasize treating others the w to be treated. |

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ct mannerly in most common uations (cont.) | Call attention to proper behavior of pupils.<br>Provide real opportunities (field trips, parties)<br>Make good manner booklets or posters.<br>Have a good manners party for mothers or parents.<br>Monroe-Leal, *Manners Can Be Fun*<br>Discuss how good manners help win friends.<br>Play act two people with bad manners and then two with good manners. Afterwards, ask the class which they would like as friends.<br>Emphasize treating others the way you would like to be treated. |

PERCEPTUAL-MOTOR PERFORMANCE

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Body image | To recognize and identify parts of the body | Trace child on large paper - c paint, if able, and label. |
| | | Make silhouettes of children u filmstrip projector. Label. |
| | | Mirror play - teacher points a child's body. |
| | | Pictures taken of children and chair. |
| | | People puzzles - DLM (Developm Materials) 3505 North Ashland Illinois 60657 |
| | | Peabody Language Kit - Primary |
| | | Shadow tag |
| | | My Book About Me - Dr. Seuss a Viking Press |
| | To nonverbally identify body parts | "Simon Says" - use terms such raise, wave" -- arms, legs, e |
| | | Child closes eyes - teacher to saying "Did I touch your arm? yes or no or can merely shake |

| strative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ognize and identify parts of the | Trace child on large paper - cut out, color, paint, if able, and label. |
| | Make silhouettes of children using light from filmstrip projector. Label. |
| | Mirror play - teacher points and names parts of child's body. |
| | Pictures taken of children and taped to desk or chair. |
| | People puzzles - DLM (Developmental Learning Materials) 3505 North Ashland Ave., Chicago, Illinois 60657 |
| | Peabody Language Kit - Primary - mannequin |
| | Shadow tag |
| | My Book About Me - Dr. Seuss and Roy McKie - Viking Press |
| nverbally identify body parts | "Simon Says" - use terms such as "point to, shake, raise, wave" -- arms, legs, etc. |
| | Child closes eyes - teacher touches part of body saying "Did I touch your arm?" Child answers yes or no or can merely shake head appropriately. |

PERCEPTUAL-MOTOR PERFORMANCE

| Concepts | Illustrative Behavioral Objectives | Learning Activities an |
|---|---|---|
| Body image (cont.) | To nonverbally identify body parts (cont.) | Group constructs mannequin or direction from teacher - "Who will draw the arms?"<br>Partially completed forms - "I Child responds appropriately.<br>Paper puzzles of body parts pa outline or blank piece of pap |
| | To verbally identify body parts | Peabody Language - Primary - n manual.<br>Action songs:<br>"Looby Loo"<br>"Where Is Thumbkin"<br>"Put Your Finger On Your Nose<br>Children to sing songs as nami body parts.<br>"What is missing?" Child mus his own body part as he does quin.<br>Completion game - two puzzles Teacher constructs an incompl holding the missing piece nam in correct position. |

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| nverbally identify body parts<br>t.) | Group constructs mannequin or draws picture on direction from teacher - "Who has the head? Who will draw the arms?"<br>Partially completed forms - "Is the arm missing?" Child responds appropriately.<br>Paper puzzles of body parts pasted onto a body outline or blank piece of paper. |
| rbally identify body parts | Peabody Language - Primary - naming activities in manual.<br>Action songs:<br>"Looby Loo" ) - *Music for Young*<br>"Where Is Thumbkin" ) *Americans* - K<br>"Put Your Finger On Your Nose")<br>Children to sing songs as naming practice for body parts.<br>"What is missing?" Child must name and point to his own body part as he does so. Peabody Mannequin.<br>Completion game - two puzzles or mannequins. Teacher constructs an incomplete form - child holding the missing piece names it and places in correct position. |

## PERCEPTUAL-MOTOR PERFORMANCE

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Body image (cont.) | To verbally identify body parts (cont.) | Developmental Learning Materia<br>Body Concept Spirit Masters 1<br>Body Concept Template<br>People Puzzles<br>Multi-Ethnic Children Puzzles |
|  | To relate body parts to surroundings | Orientation Cubes<br>Instruct children to touch bod<br>Imitate teacher in movement of |
| Space and direction | To use senses to reinforce mental image of body in space | Child becomes as small, large, as he can be.<br>Move fast or slow: forward, ba ways<br>Find things near, far, over, u |
|  | To channel movements | Set up an obstacle course<br>Cartwheels; hopscotch<br>Large ball play - bounce, toss Game - "Kitty in the Middle" |

## PERCEPTUAL-MOTOR PERFORMANCE

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ertally identify body parts (cont.) | Developmental Learning Materials<br>Body Concept Spirit Masters 1 & 11<br>Body Concept Template<br>People Puzzles<br>Multi-Ethnic Children Puzzles |
| elate body parts to surroundings | Orientation Cubes |
|  | Instruct children to touch body parts to objects. |
|  | Imitate teacher in movement of parts of body. |
| se senses to reinforce mental ge of body in space | Child becomes as small, large, tall, or short as he can be. |
|  | Move fast or slow: forward, backward, or sideways |
|  | Find things near, far, over, under, etc. |
| hannel movements | Set up an obstacle course |
|  | Cartwheels; hopscotch |
|  | Large ball play - bounce, toss, roll<br>Game - "Kitty in the Middle" |

PERCEPTUAL-MOTOR PERFORMANCE

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Space and direction (cont.) | To channel movements (cont.) | Relay races w/balls, bean bags spoon.<br>Outdoor games - "Duck, Duck, G a Tree"; "Tisket a Tasket"<br>Dances - Indian war dance, May |
| Balance | To sustain control of body when using both sides simultaneously | Jump on both feet with eyes cl<br>Hopping games<br>Balance Board<br>Walking Board |
| | To sustain control of body when using individual sides | Jumping on one foot or other<br>Jumping on either foot doing<br>Standing on one foot for speci time - close eyes. |
| | To sustain control of body when using alternate side | Hopscotch<br>Walking Board activities - he sideways |

## PERCEPTUAL-MOTOR PERFORMANCE

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| hannel movements (cont.) | Relay races w/balls, bean bags, etc. Peanut in spoon.<br>Outdoor games - "Duck, Duck, Goose"; "Squirrel in a Tree"; "Tisket a Tasket"<br>Dances - Indian war dance, Maypole, "Hat dance" |
| ustain control of body when using h sides simultaneously | Jump on both feet with eyes closed<br>Hopping games<br>Balance Board<br>Walking Board |
| ustain control of body when using ividual sides | Jumping on one foot or other<br>Jumping on either foot doing $\frac{1}{2}$ and $\frac{1}{4}$ turns<br>Standing on one foot for specific amount of time - close eyes. |
| ustain control of body when using ernate side | Hopscotch<br>Walking Board activities - heel to toes, backwards, sideways |

PERCEPTUAL-MOTOR PERFORMANCE

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Balance (cont.) | To sustain control of body when using alternate sides (cont.) | Elephant walking games<br>Crab walk<br>Walking on knees<br>Duck walk |
| Rhythm | To develop good motor coordination | Walk fast, slow; with small or gallop, dance, run, skate, ho march - use music, clapping,<br>Imitate bodily rhythms made by tapping, shrugging, or raisin of body<br>Listening and Moving Rhythm re Activities, Inc. Freeport, N. |
| Symmetry | To increase efficiency of movement | Lie on the floor. Move legs a together simultaneously.<br>Move one arm and one leg up, l and leg in place. Change sid<br>Make circles in air or on chal sides simultaneously.<br>Swimming, running, skipping |

## PERCEPTUAL-MOTOR PERFORMANCE

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ustain control of body when using ernate sides (cont.) | Elephant walking games |
| | Crab walk |
| | Walking on knees |
| | Duck walk |
| evelop good motor coordination | Walk fast, slow; with small or giant steps; gallop, dance, run, skate, hop, skip, or march - use music, clapping, or drum beat |
| | Imitate bodily rhythms made by teacher-- clapping, tapping, shrugging, or raising and lowering parts of body |
| | Listening and Moving Rhythm record - Educational Activities, Inc. Freeport, N.Y. |
| ncrease efficiency of movement | Lie on the floor. Move legs and arms apart and together simultaneously. |
| | Move one arm and one leg up, leaving other arm and leg in place. Change sides. |
| | Make circles in air or on chalkboard with both sides simultaneously. |
| | Swimming, running, skipping |

PERCEPTUAL-MOTOR PERFORMANCE

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Symmetry (cont.) | To increase efficiency of movement (cont.) | See *Daily Sensorimotor Trainin* pp. 76-91. |
| Continuity | To stop and start on command | Red Light Game<br>Musical Chairs<br>Squirrel in the Tree<br>Follow the Leader |
| | To accelerate on command | Relay races<br>Duck, Duck, Goose<br>Red Rover with colors |
| | To change direction when desired | Dodge Ball<br>Brownies and Fairies<br>Back to Back<br>Crossing the Brook |

| lustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| increase efficiency of movement ont.) | See *Daily Sensorimotor Training Activities*, pp. 76-91. |
| stop and start on command | Red Light Game<br>Musical Chairs<br>Squirrel in the Tree<br>Follow the Leader |
| accelerate on command | Relay races<br>Duck, Duck, Goose<br>Red Rover with colors |
| change direction when desired | Dodge Ball<br>Brownies and Fairies<br>Back to Back<br>Crossing the Brook |

## PERCEPTUAL-MOTOR PERFORMANCE

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Time | To become aware of changes in time | Mother May I?<br>Alarm clock, three minute time |
| | To become aware of variation in speed of movement | Creative activity to the chang records |
| Weight transfer | To transfer weight from hand to hand | Walking along horizontal ladde<br>Seal walk<br>Cartwheel |
| | To transfer weight from foot to foot | Running<br>Walking<br>Jumping<br>Hopping |
| | To transfer weight from feet to hands | Tumbling (somersaults and cart |

PERCEPTUAL-MOTOR PERFORMANCE

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| come aware of changes in time | Mother May I?<br>Alarm clock, three minute timer, metronome |
| come aware of variation in speed ovement | Creative activity to the changing tempo of records |
| ansfer weight from hand to hand | Walking along horizontal ladder<br>Seal walk<br>Cartwheel |
| ansfer weight from foot to foot | Running<br>Walking<br>Jumping<br>Hopping |
| ansfer weight from feet to hands | Tumbling (somersaults and cartwheels) |

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Weight transfer (cont.) | To transfer weight from foot to back | Rolling |
| | | Jumpin Jiminy Trampoline |
| Eye-foot coordination | To coordinate eye-foot with ground level objects | Walking on masking tape<br>a. Heel to toe<br>b. Sideways<br>c. Giant steps<br>d. Tip toes |
| | | Tac-Tracks |
| | | Straddling masking tape |
| | | Crossover step on masking tape |
| | | Walking on chalk obstacle cour |
| | | Walking within footprints |
| | | "Snake" (Rope game) wiggling |
| | | Hopscotch |
| | To coordinate eye-foot with three dimensional objects | Stepping over boxes, blocks, |
| | | Pushing ball back and forth w |
| | | High-water game |

PERCEPTUAL-MOTOR PERFORMANCE

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ansfer weight from foot to back | Rolling |
| | Jumpin Jiminy Trampoline |
| ordinate eye-foot with ground l objects | Walking on masking tape<br>a. Heel to toe<br>b. Sideways<br>c. Giant steps<br>d. Tip toes |
| | Tac-Tracks |
| | Straddling masking tape |
| | Crossover step on masking tape |
| | Walking on chalk obstacle course on floor |
| | Walking within footprints |
| | "Snake" (Rope game) wiggling rope on floor |
| | Hopscotch |
| ordinate eye-foot with three nsional objects | Stepping over boxes, blocks, small benches |
| | Pushing ball back and forth with foot |
| | High-water game |

PERCEPTUAL-MOTOR PERFORMANCE

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Eye-foot coordination (cont.) | To coordinate eye-foot with three dimensional objects (cont.) | Jump rope<br>Jump the shot<br>Kickball |
| Eye-hand coordination | To control gross motor performance in eye-hand coordination | Finger painting<br>Painting with tempera, large b<br>Chalkboard - encourage large c big pictures.<br>Free choice crayon drawing on<br>Free choice play with clay<br>Large pencils, unlined paper -<br>Building with blocks<br>Large, simple puzzles<br>Flannelboard and cut outs to m patterns or designs<br>Batting balloons and bouncing |

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| oordinate eye-foot with three<br>ensional objects (cont.)<br>" | Jump rope |
| | Jump the shot |
| | Kickball |
| ontrol gross motor performance in<br>-hand coordination | Finger painting |
| | Painting with tempera, large brush, and easel. |
| | Chalkboard - encourage large circles, long lines, big pictures. |
| | Free choice crayon drawing on large paper |
| | Free choice play with clay |
| | Large pencils, unlined paper - make lines, etc. |
| | Building with blocks |
| | Large, simple puzzles |
| | Flannelboard and cut outs to manipulate into patterns or designs |
| | Batting balloons and bouncing balls. |

PERCEPTUAL-MOTOR PERFORMANCE

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Eye-hand coordination (cont.) | To control fine motor performance in eye-hand coordination | Finger plays - "Where is Thumb right hand", etc.<br>Cut out simple shapes (using b paste onto paper for a collag<br>Trace around simple patterns ( of pencil). Color or cut out<br>Paint with water colors (make blended colors).<br>Write numerals (1 to 10) on wi<br>Print name in upper and lower<br>Create objects with Salt Ceram<br>Peg N Lace<br>Giant Rock a Stack<br>Kinesthetic Alphabet Cards - c finger the flocked letters. match cut out felt letters an<br>Manipulative Materials - Numbe Stack & Count Blocks |
| Form perception | To perceive size and shape | Using masking tape, make geome circle, square, triangle, the children walk around the mask |

PERCEPTUAL-MOTOR PERFORMANCE

| lustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| control fine motor performance in -hand coordination | Finger plays - "Where is Thumbkin?"; "This is my right hand", etc.<br>Cut out simple shapes (using blunt-tipped scissors) paste onto paper for a collage.<br>Trace around simple patterns (to develop control of pencil). Color or cut out.<br>Paint with water colors (make sunsets with blended colors).<br>Write numerals (1 to 10) on wide lined paper.<br>Print name in upper and lower case letters.<br>Create objects with Salt Ceramic Clay.<br>Peg N Lace<br>Giant Rock a Stack<br>Kinesthetic Alphabet Cards - child traces with finger the flocked letters. Numerals then match cut out felt letters and numerals.<br>Manipulative Materials - Number Jig-Saw Puzzles Stack & Count Blocks |
| erceive size and shape | Using masking tape, make geometric figures of circle, square, triangle, then proceed to having children walk around the masking tape. |

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Form perception (cont.) | To perceive size and shape (cont.) | Cut out shapes from newspaper reassemble them. |
| | | Create collage pictures from g |
| | | Categorizing shapes into their |
| | | Geometric Sorting Boards |
| | | Geometric Shape Form Board |
| | | Geometric Shape with Bases and |
| | | "Feely Box" - feel, describe, |
| | To distinguish straight and curved lines | Make reproductions of geometri missing lines. Children shou |
| | | Make related objects - man, wo from geometric figures and fo |
| | | Tracing exercises on paper and straight lines (teepee) and c (rainbow, jump rope). |

| lustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| erceive size and shape (cont.) | Cut out shapes from newspaper and let children reassemble them. |
| | Create collage pictures from geometric forms. |
| | Categorizing shapes into their own groups. |
| | Geometric Sorting Boards |
| | Geometric Shape Form Board |
| | Geometric Shape with Bases and Basket |
| | "Feely Box" - feel, describe, guess |
| istinguish straight and curved lines | Make reproductions of geometric forms with missing lines. Children should complete. |
| | Make related objects - man, woman, house, etc. - from geometric figures and forms. |
| | Tracing exercises on paper and workbook with straight lines (teepee) and curved lines (rainbow, jump rope). |

## PERCEPTUAL-MOTOR PERFORMANCE

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Games for checking large and small muscle development | To participate successfully in various body activities:<br>running<br>skipping<br>jumping<br>hopping<br>riding bicycle<br>sledding<br>kicking<br>climbing<br>twisting<br>bending<br>pushing<br>pulling<br>rhythm band<br>eating<br>dancing<br>coloring<br>pasting<br>cutting<br>sorting | Illustrative bulletin boards sh engaged in various activities.<br>Nonsense game - "Can we eat wit we run with our head?"<br>Creative rhythms )<br>Gross motor activities )- Remedi Disabi<br>Fine motor activities )<br>Challenge to Change - physical mentally retarded. Pa. Dept.<br>Pantomine games<br>Ball games<br>"Statues"<br>Do You Move As I Do - Helen Bo Schuman) |

## PERCEPTUAL-MOTOR PERFORMANCE

| lustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| articipate successfully in various<br>y activities:<br>nning<br>pping<br>nping<br>pping<br>ding bicycle<br>dding<br>king<br>mbing<br>sting<br>nding<br>shing<br>lling<br>rhythm band<br>eating<br>dancing<br>coloring<br>pasting<br>cutting<br>sorting | Illustrative bulletin boards showing children engaged in various activities.<br>Nonsense game - "Can we eat with our knees? Can we run with our head?"<br>Creative rhythms )<br>Gross motor activities )- Remediation of Learning Disabilities - Valett<br>Fine motor activities )<br>*Challenge to Change* - physical education for the mentally retarded. Pa. Dept. of Ed. - Harrisburg<br>Pantomine games<br>Ball games<br>"Statues"<br>*Do You Move As I Do* - Helen Borten (Abelard - Schuman) |

NUMBER CONCEPTS

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Numbers are useful | To become aware of numbers around us | Signs of numbers in the classr (ex. milk money, recess time, needed for a game, age)<br>Signs of numbers in the home ( family, telephone number)<br>Making a bulletin board and ha bring pictures demonstrating everyday living (ex. clock, s |
| Classification | To develop the concept of numbers in a set or group | Classifying objects by functi color, and shape through acti during the day<br>Completing worksheets on clas<br>Discussing set terminology (e set are called members)<br>Grouping concrete objects in<br>Singing number songs (ex. "Ba "Ten Little Indians")<br>Stern's Structural Arithmetic<br>Arithmetic Step by Step - Con |

NUMBER CONCEPTS

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ecome aware of numbers around us | Signs of numbers in the classroom and in activities (ex. milk money, recess time, number of children needed for a game, age) |
| | Signs of numbers in the home (ex. number in the family, telephone number) |
| | Making a bulletin board and having children bring pictures demonstrating use of numbers in everyday living (ex. clock, scales, money) |
| evelop the concept of numbers in a or group | Classifying objects by function, family, size, color, and shape through activities developed during the day |
| | Completing worksheets on classifying |
| | Discussing set terminology (ex. things within a set are called members) |
| | Grouping concrete objects in the classroom |
| | Singing number songs (ex. "Baa Baa Black Sheep", "Ten Little Indians") |
| | Stern's Structural Arithmetic Kit - K & P |
| | Arithmetic Step by Step - Continental Press |

## NUMBER CONCEPTS

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Vocabulary | To develop vocabulary used in set comparison - as many as, same as, many/few, more/fewer, not as many as | Providing experiences involvin objects, allowing children to pairing<br>Placing different amounts of b and asking "Are there more be How can we find out?" Form c one-to-one<br>Comparing shapes and animals o flannelboard |
| Group recognition | To recognize groups without counting | Using activities with equipmen 3 wheels; car - 4 wheels)<br>Planning placement of material (ex. two books on one shelf)<br>Finding pairs (ex. hands, feet<br>Pairing up for walks or games<br>Game - "Squirrel in the Tree"<br>Counting songs (see Classifica |

| strative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| velop vocabulary used in set parison - as many as, same as, /few, more/fewer, not as many as | Providing experiences involving two groups of objects, allowing children to compare by simple pairing<br>Placing different amounts of beads on two plates and asking "Are there more beads here or here? How can we find out?" Form concepts of matching one-to-one<br>Comparing shapes and animals one-to-one on the flannelboard |
| cognize groups without counting | Using activities with equipment (ex. tricycle - 3 wheels; car - 4 wheels)<br>Planning placement of materials in small groups (ex. two books on one shelf)<br>Finding pairs (ex. hands, feet, shoes, mittens)<br>Pairing up for walks or games<br>Game - "Squirrel in the Tree" - groups of three<br>Counting songs (see Classification) |

NUMBER CONCEPTS

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| One-to-one correspondence | To understand the concept of "how many" | Finger play and conversation ( many fingers on one hand as t fingertips) |
| | | Dramatic play (ex. table setti child) |
| | | Flannelboard - pairing names w characters, one-to-one |
| | | Dramatizing stories and counti characters needed |
| | | Game - Ring Toss or Bean Bags, ing his own score |
| | | Weather calendar - pairing wea |
| Geometric shapes | To recognize the circle, square, and triangle | Discussing models and handling shapes |
| | | Observing and discussing shape round and curved and have a c angles have 3 straight sides form a closed path; squares h corners and form a closed pat |
| | | Discovering objects in the roo same shapes |
| | | Making pictures from shapes |

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| nderstand the concept of "how y" | Finger play and conversation (ex. "You have as many fingers on one hand as the other" - pair fingertips) |
| | Dramatic play (ex. table setting - one chair per child) |
| | Flannelboard - pairing names with Mother Goose characters, one-to-one |
| | Dramatizing stories and counting the number of characters needed |
| | Game - Ring Toss or Bean Bags, each child tallying his own score |
| | Weather calendar - pairing weather to each day |
| ecognize the circle, square, and angle | Discussing models and handling three-dimensional shapes |
| | Observing and discussing shapes (circles are round and curved and have a closed path; triangles have 3 straight sides and 3 corners and form a closed path; squares have 4 sides and 4 corners and form a closed path) |
| | Discovering objects in the room which have the same shapes |
| | Making pictures from shapes |

## NUMBER CONCEPTS

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Geometric shapes (cont.) | To recognize the circle, square, and triangle (cont.) | Developing patterns in stringi<br>Guessing Games ("I see somethi |
|  | To develop the ability to compare and describe likenesses and differences in simple size, shape, and color | Describing various items place board, noting those alike and<br>Making designs with sponges cu shapes<br>Making mobiles from various sh<br>Game - After shapes are placed takes one out, describes it, flannelboard; another child compares it to the previous<br>Game - children must find hidd room 5 shapes identical to 5 flannelboard and must pair th<br>Book - Shapes by Miriam Schle |
| Cardinal numbers | To develop the concepts of numerals as symbols and of recognizing the numerals 1-10 | Game - Surprise Box - one num next to a box and that numbe in the box; numerals and obj as they are removed from the<br>Discovering groups of one obj room (teacher, piano) |

NUMBER CONCEPTS

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ecognize the circle, square, and angle (cont.) | Developing patterns in stringing beads<br>Guessing Games ("I see something that is round.") |
| evelop the ability to compare and cribe likenesses and differences simple size, shape, and color | Describing various items placed on the flannelboard, noting those alike and different<br>Making designs with sponges cut into geometric shapes<br>Making mobiles from various shapes<br>Game - After shapes are placed in a bag, one child takes one out, describes it, and places it on a flannelboard; another child picks a shape and compares it to the previous one<br>Game - children must find hidden in the classroom 5 shapes identical to 5 placed on the flannelboard and must pair them correctly<br>Book - Shapes by Miriam Schlein |
| evelop the concepts of numerals ymbols and of recognizing the erals 1-10 | Game - Surprise Box - one numeral is displayed next to a box and that number of objects placed in the box; numerals and objects are discussed as they are removed from the box<br>Discovering groups of one object in the classroom (teacher, piano) |

NUMBER CONCEPTS

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Cardinal numbers (cont.) | To develop the concepts of numerals ... (cont.) | Game - Cars and Garages - Make and paint numerals on each; h on the driveway the number of to the numeral on the garage |
| | | Language Master - Bell and How |
| | | Game - "Concentration" (matchi |
| | | Stern's Structural Arithmetic |
| | | Arithmetic Step by Step - Kit |
| | To count from zero to ten | Abacus |
| | | Song - "Ten Little Indians" |
| | | Counting Man |
| | | Number Line |
| | | Arithmetic Step by Step - Kit |
| | | Stern's Structural Arithmetic |
| | | Pacemaker Arithmetic Readiness |

NUMBER CONCEPTS

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| evelop the concepts of numerals ...<br>nt.) | Game - Cars and Garages - Make several garages and paint numerals on each; have children place on the driveway the number of cars corresponding to the numeral on the garage<br>Language Master - Bell and Howell<br>Game - "Concentration" (matching numbers)<br>Stern's Structural Arithmetic Kit - K & P<br>Arithmetic Step by Step - Kit A |
| ount from zero to ten | Abacus<br>Song - "Ten Little Indians"<br>Counting Man<br>Number Line<br>Arithmetic Step by Step - Kit A<br>Stern's Structural Arithmetic Kit - K & P<br>Pacemaker Arithmetic Readiness Program - Part B |

## NUMBER CONCEPTS

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Cardinal numbers (cont.) | To write the numerals zero through ten | Writing in sand trays and finge<br>Arithmetic Step by Step - Kit A<br>Pacemaker Arithmetic Readiness |
| Ordinal numbers | To identify the ordinal position of one object in relation to others | Discussing story characters in of appearance<br>Identifying certain objects ac position in a group (ex. the row; the second girl in the li<br>Game - finding one object when position ("Find the fourth bo |
| Time | To develop awareness of the duration of common lengths of time | Discussing and demonstrating d in determining time spent on (ex. 3-minute sand glass, ala<br>Making clocks<br>Discussing the approach of hol down days by constructing a p loops and removing one loop e the number of days left befor<br>Books - Now It's Night by Phyl While Susie Sleeps by Miriam S |

## NUMBER CONCEPTS

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| rite the numerals zero through ten | Writing in sand trays and finger paints<br>Arithmetic Step by Step - Kit A<br>Pacemaker Arithmetic Readiness Program - Part B |
| dentify the ordinal position of one ect in relation to others | Discussing story characters in relation to order of appearance<br>Identifying certain objects according to their position in a group (ex. the third desk in the row; the second girl in the line)<br>Game - finding one object when given its ordinal position ("Find the fourth book on the shelf.") |
| evelop awareness of the duration common lengths of time | Discussing and demonstrating devices to be used in determining time spent on activity equipment (ex. 3-minute sand glass, alarm clock, timer)<br>Making clocks<br>Discussing the approach of holidays and counting down days by constructing a paper chain of 10 loops and removing one loop each day to indicate the number of days left before that holiday<br>Books - Now It's Night by Phyllis Rowand; While Susie Sleeps by Miriam Schlein |

## NUMBER CONCEPTS

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Linear measurement | To understand the vocabulary of measurement (short/long, big/little, wide/narrow, tall) | Experiencing measurement in nat (measurement of height, length objects)<br>Stern's Structural Arithmetic<br>Arithmetic Step by Step - Kit<br>Book - Large and Small - Dick |
| Money | To identify coins (penny, nickel, dime) | Discussing coins during milk m time<br>Playing store with plastic or<br>Arithmetic Step by Step - Kit |
| Temperature | To understand weather vocabulary and the thermometer | Discussing the use of the ther classroom<br>Making a weather chart for chi<br>Discussing different temperatu seasons |

## NUMBER CONCEPTS

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| derstand the vocabulary of urement (short/long, big/little, /narrow, tall) | Experiencing measurement in natural situations (measurement of height, lengths and widths of objects)<br>Stern's Structural Arithmetic Kit - K & P<br>Arithmetic Step by Step - Kit A<br>Book - *Large and Small* - Dick Blick Cat. |
| entify coins (penny, nickel, dime) | Discussing coins during milk money collection time<br>Playing store with plastic or paper coins<br>Arithmetic Step by Step - Kit A |
| derstand weather vocabulary and hermometer | Discussing the use of the thermostat in the classroom<br>Making a weather chart for children to manipulate<br>Discussing different temperatures in different seasons |

NUMBER CONCEPTS

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Simple addition and subtraction | To add and subtract numbers from one to ten | Putting together and taking aw (blocks, balls, pennies)<br>Cuisenaire Rods<br>Abacus<br>Number Line<br>Counting Man<br>Arithmetic Step by Step - Kit<br>Teaching Arithmetic to Slow Le by Abraham Feingold<br>Automath Addition Board<br>Automath Subtraction Board |

NUMBER CONCEPTS

| strative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| d and subtract numbers from one en | Putting together and taking away objects (blocks, balls, pennies) |
| | Cuisenaire Rods |
| | Abacus |
| | Number Line |
| | Counting Man |
| | Arithmetic Step by Step - Kit A |
| | Teaching Arithmetic to Slow Learners and Retarded by Abraham Feingold |
| | Automath Addition Board |
| | Automath Subtraction Board |

## CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Familiarity with sandbox | To have child join in play | Urge to join others |
| | | Teacher joins child. |
| | | Have child bring toy he is pla favorite toy to sandbox. |
| | | Watch others |
| | | Sand Doll Play Set (2A310 Chil |
| | To have child use body parts | Fingers, hand, and feet prints |
| | To have child imitate simple patterns | Have child copy a pattern teac |
| | | Tell child to make a certain p |
| | | Teacher draws pattern on board |
| Creative sandplay | To make patterns or designs freely in sand experiment | Have sticks, plastic forks, ut spoons, sand combs (2A504 Chi Aluminum Can and Sifter Set ( |
| | | Dampen some sand |
| | | Have child name shapes he is m |

CREATIVE DEVELOPMENT

| strative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ave child join in play | Urge to join others |
| | Teacher joins child. |
| | Have child bring toy he is playing with or favorite toy to sandbox. |
| | Watch others |
| | Sand Doll Play Set (2A310 Childcraft) |
| ave child use body parts | Fingers, hand, and feet prints |
| ave child imitate simple patterns | Have child copy a pattern teacher has made. |
| | Tell child to make a certain pattern. |
| | Teacher draws pattern on board and child copies it. |
| ake patterns or designs freely in d experiment | Have sticks, plastic forks, utensils, little rakes, spoons, sand combs (2A504 Childcraft) and Aluminum Can and Sifter Set (2A497 Childcraft). |
| | Dampen some sand |
| | Have child name shapes he is making |

# CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and M |
|---|---|---|
| Creative sandplay (cont.) | To use containers, spoons, etc. to lead into imitation of real life products | Teacher join in play - describe but do not dominate.<br>Ask questions about what childr making, cooking.<br>Provide containers, funnels, sp tools of many sizes and shapes<br>Use water to dampen sand to ena<br>Sand Castle Set for molding (2 |
| | Ability to conserve | Pouring sand from one containe (Capacity Measures - 2X342 Ch<br>If discovery occurs, put chart record childrens' reactions. |
| | To use materials and sand for bringing out and expanding home and community experiences - verbal expression of what they are doing | Make roads<br>Wet sand - hills and tunnels<br>Cars, trucks, blocks, little h sticks, animals and people fi Village (code 81214, #310, Ha Animals - Farm (2B272 Childcr (2B168 Childcraft) |

## CREATIVE DEVELOPMENT

| strative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| e containers, spoons, etc. to lead imitation of real life products | Teacher join in play - describe what she is doing but do not dominate.<br>Ask questions about what children are doing, making, cooking.<br>Provide containers, funnels, spoons, shovels, tools of many sizes and shapes.<br>Use water to dampen sand to enable molding.<br>Sand Castle Set for molding (2A314 Childcraft) |
| ity to conserve | Pouring sand from one container to another (Capacity Measures - 2X342 Childcraft)<br>If discovery occurs, put chart near sandbox to record childrens' reactions. |
| se materials and sand for bringing and expanding home and community eriences - verbal expression of t they are doing | Make roads<br>Wet sand - hills and tunnels<br>Cars, trucks, blocks, little houses, branches, sticks, animals and people figures - Playskool Village (code 81214, #310, Hammett's) and Vinyl Animals - Farm (2B272 Childcraft) and Zoo (2B168 Childcraft) |

## CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Creative sandplay (cont.) | To use materials and sand for bringing out and expanding home and community experiences ... (cont.) | Teacher should ask for descript children have made, comment po<br>Recall of experiences to "play children have made |
| | To be aware of qualities of wet and dry sand | Pouring, molding, hauling |
| | To use wet sand as a modeling media - plastic material | Constructing terrains<br>Modeling objects |
| | To use sandbox and equipment for dramatic episodes and sequence episodes | Teacher tells simple or famili sandbox as "stage" - Set stage animals (such as story of Thre Three Little Pigs)<br>Let children help with stage i or repeated<br>Leave materials in sandbox for several children take turns t<br>Teacher makes up little sequen children (use little figures, men, etc.) |

| strative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| se materials and sand for bringing and expanding home and community eriences ... (cont.) | Teacher should ask for description of what children have made, comment positively.<br>Recall of experiences to "play out" in setting children have made |
| e aware of qualities of wet and sand | Pouring, molding, hauling |
| se wet sand as a modeling media - tic material | Constructing terrains<br>Modeling objects |
| se sandbox and equipment for matic episodes and sequence sodes | Teacher tells simple or familiar story using sandbox as "stage" - Set stage - terrain, houses, animals (such as story of Three Billy Goats or Three Little Pigs)<br>Let children help with stage if story is familiar or repeated<br>Leave materials in sandbox for free use or let several children take turns telling story<br>Teacher makes up little sequence stories about children (use little figures, wooden balance men, etc.) |

## CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Creative sandplay (cont.) | To use sandbox and equipment for dramatic episodes and sequence episodes (cont.) | Have children make up little st out something they have done |
| Water play - Water painting | Child notices results of water on different surfaces | Wet feet and make prints on boa<br>Wet feet and make prints on flo construction paper (many color |
|  | Child uses water to make designs, pictures, etc. on blackboard | Use large paint brushes and pai<br>Encourage large sweeping motion roads |
|  | Child notices evaporation change in color when wet and dry | Lots of small sponges<br>Talk about how things look and dry<br>Lead into discussion of water must water be added |
|  | Child uses water for cleanup | Provide sponges, mops, cloths,<br>Groups of children to clean va room - encourage group cooper |

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| use sandbox and equipment for amatic episodes and sequence isodes (cont.) | Have children make up little stories or act out something they have done |
| ld notices results of water on fferent surfaces | Wet feet and make prints on board<br>Wet feet and make prints on floor and on colored construction paper (many colors) |
| ld uses water to make designs, ctures, etc. on blackboard | Use large paint brushes and pails of water<br>Encourage large sweeping motions - rainbows, hills, roads |
| ld notices evaporation change in lor when wet and dry | Lots of small sponges<br>Talk about how things look and feel when wet and dry<br>Lead into discussion of water in fish tank - why must water be added |
| ld uses water for cleanup | Provide sponges, mops, cloths, etc.<br>Groups of children to clean various areas of room - encourage group cooperation |

| Concepts | Illustrative Behavioral Objectives | Learning Activities an |
|---|---|---|
| Water play - Water painting (cont.) | Child uses water for cleanup (cont.) | Verbal expression of what jobs how |
| Water play - Water table | Child uses and experiments freely with water | Provide many containers, funne table. Aluminum Liquid Measu craft)<br>Provide Water Play Kit (2A503 ( has variety of water-moving a devices, hand pumps, siphon p funnel, pitchers, sponges |
| | Ability to conserve | Many containers - should be tw<br>Teacher encourages verbal expre children are doing and what h pouring and filling<br>Have chart prepared to place n record childrens' reactions a<br>Read chart to children from ti accumulates |
| | Recognizes difference in water temperature and can use terms - hot, cold, warm | Teacher fills two containers w water for children to feel an |

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| uses water for cleanup (cont.) | Verbal expression of what jobs are being done and how |
| uses and experiments freely with r | Provide many containers, funnels, spoons at water table. Aluminum Liquid Measures (2X170 Childcraft) |
| | Provide Water Play Kit (2A503 Childcraft). Kit has variety of water-moving and water-measuring devices, hand pumps, siphon pump with hose, funnel, pitchers, sponges |
| ty to conserve | Many containers - should be two of each size |
| | Teacher encourages verbal expression of what children are doing and what happens when pouring and filling |
| | Have chart prepared to place near water table to record childrens' reactions and discoveries |
| | Read chart to children from time to time as data accumulates |
| nizes difference in water tempera- and can use terms - hot, cold, | Teacher fills two containers with hot and cold water for children to feel and tell how it feels, |

CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Water play - Water table (cont.) | Recognizes difference in water temperature and can use terms ...(cont.) | Teacher fills containers with temperature for children to f of water at various temperatu |
| | Child relates water play to imitation of home experiences - role playing | Washing dolls, dishes, clothin Provide Laundry Set (2H155 Ch has washboard, clothesline, p |
| | | Use water for cleanup activiti |
| | | Teacher joins and suggests act juice, sharing soda, etc. |
| | | Also provide dish towels, spon |
| Cutting | Child is able to hold scissors correctly | Teacher and child use double h together in cutting (scissors Learning Materials) |
| | | Teacher directs correct use o |
| | | Discussion of fingers and thei |
| | | Whole class practices correct |
| | Child can use one hand in random cutting | Have child cut out anything he |
| | | Have child cut in a certain di |

CREATIVE DEVELOPMENT

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| gnizes difference in water tempera- e and can use terms ...(cont.) | Teacher fills containers with varying degrees of temperature for children to feel and discuss, use of water at various temperatures |
| d relates water play to imitation home experiences - role playing | Washing dolls, dishes, clothing toys, etc. Provide Laundry Set (2H155 Childcraft) - set has washboard, clothesline, pins, and tub<br>Use water for cleanup activities<br>Teacher joins and suggests activities - pouring juice, sharing soda, etc.<br>Also provide dish towels, sponges |
| d is able to hold scissors rectly | Teacher and child use double handled scissors together in cutting (scissors from Developmental Learning Materials)<br>Teacher directs correct use of scissors<br>Discussion of fingers and their scissor jobs.<br>Whole class practices correct use of scissors |
| d can use one hand in random ting | Have child cut out anything he wishes<br>Have child cut in a certain direction |

## CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Cutting (cont.) | Child can use one hand in random cutting (cont.) | Cut out wallpaper patterns (cu be obtained from stores) |
|  | Use of one hand following a design pattern | Have child cut out holiday fig<br>Have child cut out a certain o<br>Have child cut out original pa |
| Drawing and coloring | Child shows interest and explores art media | Let child draw anything he cho<br>Have child draw big circles, s triangles |
|  | Child produces simple yet recognizable art work | Have child draw certain shapes<br>Have child draw his own design<br>Have child trace his hands, to |
|  | Child uses various colors effectively | Walking crayon design, where c scribbles, thus causing crayo<br>Draw different color balloons<br>Have child mix the basic color |

## CREATIVE DEVELOPMENT

| strative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| d can use one hand in random ting (cont.) | Cut out wallpaper patterns (out-of-date books can be obtained from stores) |
| of one hand following a design tern | Have child cut out holiday figures<br>Have child cut out a certain object<br>Have child cut out original patterns he has made |
| d shows interest and explores art ia | Let child draw anything he chooses<br>Have child draw big circles, squares, and triangles |
| d produces simple yet recognizable work | Have child draw certain shapes<br>Have child draw his own designs<br>Have child trace his hands, toys, other objects |
| d uses various colors effectively | Walking crayon design, where child slowly scribbles, thus causing crayon to walk<br>Draw different color balloons<br>Have child mix the basic colors |

CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Painting | Child can freely experiment in trial and error use of paints | Let child randomly paint with blue (basic colors) |
| | | Let child smear paint on newsp |
| | | Have child paint various desig |
| | | Finger painting |
| | | Pudding painting |
| | Child can make deliberate use of design | Have child paint a specific de |
| | | Have child paint within a des |
| | | Have child draw a design and |
| | Child produces art work according to preconceived plan | Discuss what is to be painted |
| | | Have child relate what he will picture |
| | | Paint to illustrate a story th |
| Clay, dough | Touching and exploring experiences | Have child pat, roll, squeeze, materials |
| | | Have child shape the material |

CREATIVE DEVELOPMENT

| lustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| d can freely experiment in trial<br>error use of paints | Let child randomly paint with red, yellow, and blue (basic colors) |
| | Let child smear paint on newspaper |
| | Have child paint various designs |
| | Finger painting |
| | Pudding painting |
| d can make deliberate use of design | Have child paint a specific design |
| | Have child paint within a design line |
| | Have child draw a design and paint it |
| d produces art work according to<br>conceived plan | Discuss what is to be painted |
| | Have child relate what he will include in his picture |
| | Paint to illustrate a story that has been read |
| ning and exploring experiences | Have child pat, roll, squeeze, and pinch the materials |
| | Have child shape the material |

## CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Clay, dough (cont.) | Reproduction of simple shapes | Let child copy shapes you have |
| | | Have children copy each others |
| | | Child reproduces shapes by loc objects |
| | Creation of simple basic shapes | Make shapes after discussing |
| | | Make a shape and relate it to room |
| | Ability to make original use of material | Let child make original desig |
| | | Let child make designs of roo |
| | | Relate play to home activiti rolling pins, cookie cutters |
| | | Provide beads (old jewelry), pieces of cloth, and sequins other imaginative objects |
| | | Read a story and have childre relating to the story |

# CREATIVE DEVELOPMENT

| strative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| duction of simple shapes | Let child copy shapes you have made |
| | Have children copy each others shapes |
| | Child reproduces shapes by looking at room objects |
| ion of simple basic shapes | Make shapes after discussing them |
| | Make a shape and relate it to something in the room |
| ty to make original use of rial | Let child make original designs |
| | Let child make designs of room objects |
| | Relate play to home activities by providing rolling pins, cookie cutters and plastic knives |
| | Provide beads (old jewelry), tooth picks, small pieces of cloth, and sequins to make animals or other imaginative objects |
| | Read a story and have children make something relating to the story |

CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Educational toys (blocks) | To use blocks in a constructive way | Teacher suggests building a lon board building blocks (no. 301<br>Have children build towers. Se build without falling. |
| | To use blocks in an imaginative way | Let child transport blocks in Kurtz Bros., p. 141) for vari as house building, school bui<br>Verbal interaction of teacher building activities<br>Have children make floor plan blocks, rug samples, and toys represent room child is build<br>Use large table and surround create a hide-a-way |
| | Use blocks for dramatic expression | Child reproduces a scene of st teacher by making bridges, ro blocks |
| | Have children use other types of blocks and toys in continued block play and related activities | Provide more materials related will encourage imaginative pl<br>a. Unit Building Blocks - 85 solid wood (F155, Communi |

CREATIVE DEVELOPMENT

| trative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| blocks in a constructive way | Teacher suggests building a long wall with cardboard building blocks (no. 301 Kurtz Bros.,p.133)<br>Have children build towers. See how tall they build without falling. |
| blocks in an imaginative way | Let child transport blocks in wheelbarrow (no. 673 Kurtz Bros., p. 141) for various activities such as house building, school building, etc.<br>Verbal interaction of teacher throughout creative building activities<br>Have children make floor plan of house using blocks, rug samples, and toys, each used to represent room child is building<br>Use large table and surround with block walls to create a hide-a-way |
| ocks for dramatic expression | Child reproduces a scene of story read by teacher by making bridges, roads, etc. using blocks |
| hildren use other types of blocks oys in continued block play and ed activities | Provide more materials related to block play that will encourage imaginative play such as:<br>a. Unit Building Blocks - 85 blocks, 15 shapes, solid wood (F155, Community Playthings) |

CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Educational toys (blocks) (cont.) | Have children use other types of blocks and toys in continued block play and related activities (cont.) | b. Block Play Traffic Signs (<br>c. Small trucks and bulldozer Community Playthings)<br>d. Wooden figures - 7 animals Community Playthings; 8 an p. 20, Community Plaything towns - folk set - p. 30, things<br>e. Big Barn (2B396 Childcraf |
| Educational toys (Homemaking materials) | Be familiar with homemaking objects and their use. | Teacher and child discuss diff name and their use in the kit (Refrig. #6507-W; Stove #6506- Cupboard #6505-W -- Kurtz Bro include kitchen utensils and Tea Table & Chair Set - 2H373<br>Initiate verbal expression of children perform<br>Perform cleaning duties with h (#120, Kurtz Bros., p. 131) i room. Teacher suggesting rea |
| 235 | | 236 |

## CREATIVE DEVELOPMENT

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| children use other types of blocks toys in continued block play and ated activities (cont.) | b. Block Play Traffic Signs (2B282 Childcraft)<br>c. Small trucks and bulldozer - set of 6 (T70, Community Playthings)<br>d. Wooden figures - 7 animals - farm p. 13, Community Playthings; 8 animals - wild - p. 20, Community Playthings; 7 figures - towns - folk set - p. 30, Community Playthings<br>e. Big Barn (2B396 Childcraft) |
| amiliar with homemaking objects and ir use | Teacher and child discuss different objects by name and their use in the kitchen duties. (Refrig. #6507-W; Stove #6506-W; Sink #6504-W; Cupboard #6505-W -- Kurtz Bros., p. 130). Also include kitchen utensils and cookware. (Round Tea Table & Chair Set - 2H373 Childcraft)<br>Initiate verbal expression of all activities children perform<br>Perform cleaning duties with house cleaning set (#120, Kurtz Bros., p. 131) in play area and room. Teacher suggesting real clean-up tasks. |

## CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Educational toys (Home-making materials) (cont.) | Child role plays household activities | Provide clothes, shoes, hats, role playing (Note: have a fu (Self-Standing F-23676 Dick B<br>Provide opportunities for new ties. Ironing Board - #6705, Cradle - #6702, Kurtz Bros., (should be baby doll) Dydee D 2H140 Black - Childcraft; Ben 2H363; Doll's High Chair 2H24<br>Water in convenient place for clothes, etc.<br>Store for shopping - Childcraf Puppet Stage (2D101 Childcraf put toys on shelves to buy an empty food boxes and cans (op Educational Toy Money - #9315<br>Interphone (2J378 Childcraft). keeping area and another par works. |
| Educational toys | Children create with construction toys | Provide many toys that childre construct using their own ide toys are:<br>a. Giant Tinker Toys - 90 p Dick Blick<br>b. Konnecto Blocks - B-2232 |

CREATIVE DEVELOPMENT

| lustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ld role plays household activities | Provide clothes, shoes, hats, etc. to encourage role playing (Note: have a full length mirror) (Self-Standing F-23676 Dick Blick)<br>Provide opportunities for new additional activities. Ironing Board - #6705, Kurtz Bros., p. 130; Cradle - #6702, Kurtz Bros., p. 130; Dolls (should be baby doll) Dydee Doll - 2H139 White, 2H140 Black - Childcraft; Bentwood Carriage - 2H363; Doll's High Chair 2H240 - Childcraft<br>Water in convenient place for washing dishes, clothes, etc.<br>Store for shopping - Childcraft Play Store & Puppet Stage (2D101 Childcraft). Children can put toys on shelves to buy and can bring in empty food boxes and cans (opened on bottom). Educational Toy Money - #9315 Kurtz Bros.<br>Interphone (2J378 Childcraft). Set up in housekeeping area and another part of room. Really works. |
| ldren create with construction toys | Provide many toys that children can create and construct using their own ideas. Some suggested toys are:<br>a. Giant Tinker Toys - 90 piece set - C-2230400 Dick Blick<br>b. Konnecto Blocks - B-2232100 Dick Blick |

## CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities an |
|---|---|---|
| Educational toys (cont.) | Children create with construction toys (cont.) | c. Play Rings - 2M110 Childc |
| | | d. Rig-A-Jigs - 2M312 Childc |
| | | e. Free Play Posts - 2M269 C |
| | | f. Tinkertoy - 2M338 Childcr |
| | | g. Riga-Majigs - 2M361 Child |
| | | h. Lincoln Logs - 81222, no. |
| | | i. Snap Wall - Code 83102, n |
| Dramatic expression | Children will be able to orally reproduce animal sounds | Picture of animals - Peabody K |
| | | Group listening activity to re sounds. Peabody Kit #P, Reco |
| | | Teacher invites class to imitat together and/or separately if |
| | | With sounds children act out a sound. |
| | | Poem by Mary Greenburg - Peabo Children imitate sounds named |
| | | Teacher reads Animals of Farme Book). Story may be repeated ate sounds in sequence of sto |

| lustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| dren create with construction toys<br>nt.) | c. Play Rings - 2M110 Childcraft |
| | d. Rig-A-Jigs - 2M312 Childcraft |
| | e. Free Play Posts - 2M269 Childcraft |
| | f. Tinkertoy - 2M338 Childcraft |
| | g. Riga-Majigs - 2M361 Childcraft |
| | h. Lincoln Logs - 81222, no. 893, Hammetts |
| | i. Snap Wall - Code 83102, no. 1102, Hammetts |
| dren will be able to orally roduce animal sounds | Picture of animals - Peabody Kit #P |
| | Group listening activity to record with animal sounds. Peabody Kit #P, Records 6-B and 7-A |
| | Teacher invites class to imitate animal sounds together and/or separately if child desires. |
| | With sounds children act out animal including sound. |
| | Poem by Mary Greenburg - Peabody Kit, p. 92 - Children imitate sounds named at end of each line |
| | Teacher reads Animals of Farmer Jones (Golden Book). Story may be repeated inserting appropriate sounds in sequence of story. |

CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities an |
|---|---|---|
| Dramatic expression (cont.) | Children will be able to orally reproduce animal sounds (cont.) | Individual children role playi while other children guess |
| | Children will be able to dramatize story action | Teacher tells story of Three B<br>Teacher narrates story and chi talking parts<br>Children act out story, using Table could be used as bridge<br>Act out other stories using Pu Children wear them. Goldiloc Bears (Code 81471, no. 1101); (Code 81472, no. 1102). Both |
| | Children will be able to imaginatively complete an unfinished story | Teacher begins a story by usin object. Example: stuffed ani<br>Teacher tells story developing situation concerning the anim<br>Teacher stops abruptly and ask happen<br>Teacher records various ending charts and each child chooses prefers. |

CREATIVE DEVELOPMENT

| lustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ldren will be able to orally produce animal sounds (cont.) | Individual children role playing certain animals while other children guess |
| ldren will be able to dramatize ory action | Teacher tells story of Three Billy Goats Gruff<br>Teacher narrates story and children fill in with talking parts<br>Children act out story, using props and masks. Table could be used as bridge.<br>Act out other stories using Puppet Playmates. Children wear them. Goldilocks and the Three Bears (Code 81471, no. 1101); The Three Pigs (Code 81472, no. 1102). Both from Hammetts. |
| ldren will be able to imaginatively mplete an unfinished story | Teacher begins a story by using a tangible object. Example: stuffed animal.<br>Teacher tells story developing a simple problem situation concerning the animal shown.<br>Teacher stops abruptly and asks children what will happen<br>Teacher records various endings on experience charts and each child chooses which ending he prefers. |

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Puppetry | Children will be familiar with puppets and their use | Teacher introduces puppet "frie the children |
| | | Have puppet talk about self and direct questions. This puppet throughout the class year. |
| | | Teacher reads story using puppe Lollipop's Lion" using a lion |
| | | Children have opportunity to ha imitate simple movements makin dance, clap hands, shake hands 8 animal puppets - S25 Communi |
| | | Children are able to speak for simple expressions such as "he Puppets - 8 people puppets - S Black - Community Playthings. |
| | Child is able to use puppets for creative expression - vocally and through actions | Children in small groups use pu communicate. |
| | | Teacher reads various stories a children to use the puppets wi |
| | | Provide puppet stage (teacher m Play Store & Puppet Stage - 2I children use stage to act out |
| | | Children make up stories |

CREATIVE DEVELOPMENT

| lustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ldren will be familiar with puppets d their use | Teacher introduces puppet "friend" to talk with the children<br>Have puppet talk about self and ask children direct questions. This puppet visits children throughout the class year.<br>Teacher reads story using puppet - "Miss Lollipop's Lion" using a lion puppet.<br>Children have opportunity to handle puppets and imitate simple movements making puppets bow, dance, clap hands, shake hands. Puppets - 8 animal puppets - S25 Community Playthings.<br>Children are able to speak for puppets using simple expressions such as "hello", "good-bye". Puppets - 8 people puppets - S30 White, S35 Black - Community Playthings. |
| ld is able to use puppets for eative expression - vocally and rough actions | Children in small groups use puppets to communicate.<br>Teacher reads various stories and invites children to use the puppets with the stories.<br>Provide puppet stage (teacher makes or Childcraft Play Store & Puppet Stage - 2D101). Groups of children use stage to act out stories.<br>Children make up stories |

CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Puppetry (cont.) | Child is able to use puppets for creative expression - vocally and through actions (cont.) | Children may present puppet sho |
| Rhythmic expression - movement and dancing | Child is able to listen to music and determine rhythmic beat | Play music and have children in is passed around while music i stopped when music is stopped. |
| | | Use P. Mooney Stick - Peabody K light and have children clap w Blink out patterns. |
| | | Use xylophone - Peabody Kit #P. jump when they hear note. Va |
| | | Use drum (Rubber Head Tom Toms, and have children jump to dru children clap to drum beat. |
| | | Allow children beat simple rhy (slow, fast). Take turns. |
| | | Talking drum - beat drum to rh name (first and last). Say n then mouth the name, and fina drum. Ask children to identi |
| | | Beat out rhythm of simple nurs "Mary Had a Little Lamb" and children. Follow procedure o |

| lustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ld is able to use puppets for eative expression - vocally and rough actions (cont.) | Children may present puppet shows for others |
| ld is able to listen to music and termine rhythmic beat | Play music and have children in circle. Object is passed around while music is playing and is stopped when music is stopped. |
| | Use P. Mooney Stick - Peabody Kit #P. Blink light and have children clap when light blinks. Blink out patterns. |
| | Use xylophone - Peabody Kit #P. Have children jump when they hear note. Vary the tempo. |
| | Use drum (Rubber Head Tom Toms, 2R191 Childcraft) and have children jump to drum beat. Have children clap to drum beat. |
| | Allow children beat simple rhythms on Tom Toms (slow, fast). Take turns. |
| | Talking drum - beat drum to rhythm of a child's name (first and last). Say name with drum beats, then mouth the name, and finally just use the drum. Ask children to identify name. |
| | Beat out rhythm of simple nursery rhymes such as "Mary Had a Little Lamb" and say with the children. Follow procedure of #7 stated above. |

# CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Rhythmic expression - movement and dancing (cont.) | Child is able to listen to music and determine rhythmic beat (cont.) | Use side one of Rhythm and Gam Little Ones - 2R343 Childcra and "Johnny Over the Ocean" |
| | Child will have simple movement vocabulary (tools for expression in movement):<br>walk<br>run<br>hop<br>jump<br>leap<br>gallop<br>skip<br>slide<br>swing<br>waddle<br>sway | Use record series Rhythm is F Record one - rhythms using o first band is walking<br>Children close their eyes and drum beats.<br>Clap with drum beats<br>Duplicate drum beats on Tom T<br>Stand and mark beats with fee<br>Move about room - not in line<br>Explore various levels - walk low as possible<br>Discover all "ways" of walkin high on toes, knees bent, kn<br>Continue this procedure with is Fun) for running, hopping skipping, and sliding. Be s time and assistance when nee galloping and skipping. |

| llustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| d is able to listen to music and ermine rhythmic beat (cont.) | Use side one of Rhythm and Game Songs for the Little Ones - 2R343 Childcraft - "Teddy Bear" and "Johnny Over the Ocean" |
| d will have simple movement vocabu- y (tools for expression in move- t):<br>walk<br>run<br>hop<br>jump<br>leap<br>gallop<br>skip<br>slide<br>swing<br>waddle<br>sway | Use record series Rhythm is Fun (Bowmar Record) Record one - rhythms using only drum beats - first band is walking<br>Children close their eyes and just listen to drum beats.<br>Clap with drum beats<br>Duplicate drum beats on Tom Toms<br>Stand and mark beats with feet<br>Move about room - not in line or circle<br>Explore various levels - walking high, walking as low as possible<br>Discover all "ways" of walking - toes turn in, high on toes, knees bent, knees straight, etc.<br>Continue this procedure with record bands (Rhythm is Fun) for running, hopping, jumping, galloping, skipping, and sliding. Be sure to allow for time and assistance when needed, especially for galloping and skipping. |

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Rhythmic expression - movement and dancing (cont.) | Child will have simple movement vocabulary (tools for expression in movement): ... (cont.) | Use record #2 (Rhythm is Fun). but are now accompanied by mu<br>Use record Rhythm and Game Son Ones, side 2. "Hop, Skip, Ju<br>Record #3 (Rhythm is Fun). Us bending, stretching, swinging body turning, and twisting.<br>Other body movements describe The Remediation of Learning D on Gross Motor Development. |
| | Child will begin to interpret music and put his own actions with music | Use records, Childhood Rhythm Evans, Box 132, P.O. Branch 1 Mass.) for music to be and d such as fairies, witches, gi elephants; seesawing, swingi rowing a boat.<br>After children have had oppor actions to the music, play t the record and have the chil music says to do.<br>Ask children what else the va make them think of or feel l act out for others if they w |

| lustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| d will have simple movement vocabu- ry (tools for expression in move- nt): ... (cont.) | Use record #2 (Rhythm is Fun). Rhythms are same but are now accompanied by music.<br>Use record Rhythm and Game Songs for the Little Ones, side 2. "Hop, Skip, Jump to My Lou."<br>Record #3 (Rhythm is Fun). Use for movements of bending, stretching, swinging of arms and legs, body turning, and twisting.<br>Other body movements described and illustrated in The Remediation of Learning Disabilities, section on Gross Motor Development. |
| d will begin to interpret music put his own actions with music | Use records, Childhood Rhythms, Series I (Ruth Evans, Box 132, P.O. Branch X, Springfield, Mass.) for music to be and do different things such as fairies, witches, giants, ducks, and elephants; seesawing, swinging, bicycling, rowing a boat.<br>After children have had opportunity to put actions to the music, play the various bands of the record and have the children tell what the music says to do.<br>Ask children what else the various types of music make them think of or feel like. Children may act out for others if they wish. |

## CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Rhythmic expression - movement and dancing (cont.) | Child can follow music and a story sequence and put action to music in a variety of situations | Use Concept Records, Volume 3, Exceptional Children, for son and motions that are clearly Associates, Inc.)<br>Use records in Dramatic Play S records per set. #1 2R286; Separate story or activity or they are about such subjects shop, circus, farm, cowboys, and others. Teacher may give actions if necessary. |
| | Children are able to move freely to many types and moods of music | Move furniture so maximum of available<br>Play a variety of music for sl twirling movements and many<br>Teacher may join but should va children can get ideas but wi what she is doing.<br>Children may act out rhythmic other.<br>Use music that changes tempo a times for free dance movement Fun, side 2, "Repetition". |

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| can follow music and a story ence and put action to music in riety of situations | Use Concept Records, Volume 3, Basic Songs For Exceptional Children, for songs with actions and motions that are clearly narrated (Mafex Associates, Inc.)<br>Use records in Dramatic Play Series, 78 RPM, 6 records per set. #1 2R286; #2 2R293; #3 2R206. Separate story or activity on each record and they are about such subjects as firemen, toy shop, circus, farm, cowboys, policemen, trains, and others. Teacher may give suggestions for actions if necessary. |
| ren are able to move freely to types and moods of music | Move furniture so maximum of open space is available<br>Play a variety of music for slow, lazy, rapid, twirling movements and many others<br>Teacher may join but should vary her movements so children can get ideas but will not copy exactly what she is doing.<br>Children may act out rhythmic expressions for each other.<br>Use music that changes tempo and mood several times for free dance movements. Use Rhythm is Fun, side 2, "Repetition". |

## CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Rhythmic expression - movement and dancing (cont.) | Children are able to move freely to many types and moods of music (cont.) | Have children do a free moveme ribbons and balloons. Use or groups of 4 or 5 children. C on to ribbon at intervals of and hold on to a balloon on a the other hand. Alternate m and slow tempos. |
| Rhythmic expression - Rhythm Band | Child is able to determine and recreate rhythmic beat | Children have basic beginning activities in movement and a ment with and use rhythm ins |
| | Child can repeat simple rhythmic patterns | Present simple sequences on b Bells 23-023-0027, CCM Schoo for children to repeat. |
| | | All children have rhythm stic no. WT-205-AB, Hammetts) and rhythms. |
| | | Let children take turns makin others to repeat. |
| | | Use rhythm sticks as a group 1 & 2 (*Rhythm is Fun*). |
| | | Use marching and walking musi and *Childhood Rhythms*) and m using sticks and feet to mar |

CREATIVE DEVELOPMENT

| lustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ldren are able to move freely to ny types and moods of music (cont.) | Have children do a free movement dance with ribbons and balloons. Use one long ribbon and groups of 4 or 5 children. Children can hold on to ribbon at intervals of 5 feet with one hand and hold on to a balloon on a long string with the other hand. Alternate music between fast and slow tempos. |
| ld is able to determine and recreate ythmic beat | Children have basic beginning to rhythm from activities in movement and are ready to experiment with and use rhythm instruments. |
| ld can repeat simple rhythmic tterns | Present simple sequences on bells (Swiss Melody Bells 23-023-0027, CCM School Materials, Inc.) for children to repeat.<br>All children have rhythm sticks (code 82256, no. WT-205-AB, Hammetts) and repeat simple rhythms.<br>Let children take turns making up patterns for others to repeat.<br>Use rhythm sticks as a group with record numbers 1 & 2 (Rhythm is Fun).<br>Use marching and walking music (Rhythm is Fun and Childhood Rhythms) and move about the room using sticks and feet to mark beat. |

CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Rhythmic expression - Rhythm Band (cont.) | Child can repeat simple rhythmic patterns (cont.) | Use record Adventures in Rhyth Ella Jenkins uses most basic sticks - to introduce a varie patterns, songs, and chants. |
| | Child is familiar with and can use the various rhythm instruments | Introduce instruments by name how to use. Rhythm Band Set Childcraft). Maracas (2R128 Hohner Tambourines (2R108 Ch<br>Let children try them and expe sounds.<br>Have children take turns playi behind a screen and let other<br>Play instruments to records 1<br>Move about room playing instru<br>Play marching music and have a playing instruments<br>Use record, Let's Have A Rhyth Records).<br>Have small groups make up and others, either with or withou of record. |

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| d can repeat simple rhythmic terns (cont.) | Use record Adventures in Rhythm (2R337, Childcraft) Ella Jenkins uses most basic instrument - rhythm sticks - to introduce a variety of rhythm patterns, songs, and chants. |
| d is familiar with and can use the ious rhythm instruments | Introduce instruments by name and demonstrate how to use. Rhythm Band Set - for 25 (25468 Childcraft). Maracas (2R128 Childcraft). Hohner Tambourines (2R108 Childcraft).<br>Let children try them and experiment with their sounds.<br>Have children take turns playing instruments behind a screen and let others identify.<br>Play instruments to records 1 & 2 (Rhythm is Fun).<br>Move about room playing instruments<br>Play marching music and have a parade while playing instruments<br>Use record, Let's Have A Rhythm Band (Columbia Records).<br>Have small groups make up and play music for others, either with or without accompaniment of record. |

## CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Rhythmic expression - Rhythm Band (cont.) | Child is familiar with and can use the various rhythm instruments (cont.) | Use song, "Make a Pretty Motic Music Your Own). Substitute triangle, ping, ping, ping; etc. and use instruments for |
| Rhythmic expression - Singing | To have all children join in an enjoy singing activities | Start with simple, repetitous<br>Sing often and informally - n time, such as during playtim time, to fill in "waiting ti tion, etc.<br>If child or children begin si this spontaneous singing.<br>Stress enjoyment of singing,<br>Sing songs with finger plays Making Music Your Own (teach and cassettes available, Sil<br>"Walk to School" -<br>"Open, Shut Them" -<br>"Make a Pretty Moti<br>"What Do You Do?" -<br>Use record Rhythm and Game Sc Ones. |

## CREATIVE DEVELOPMENT

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ld is familiar with and can use the rious rhythm instruments (cont.) | Use song, "Make a Pretty Motion" (p. 13, Making Music Your Own). Substitute words - Hear my triangle, ping, ping, ping; Hear my wood sticks, etc. and use instruments for the sounds. |
| ave all children join in an enjoy ging activities | Start with simple, repetitous songs<br>Sing often and informally - not just at music time, such as during playtime, rest time, work time, to fill in "waiting time," to get attention, etc.<br>If child or children begin singing, encourage this spontaneous singing.<br>Stress enjoyment of singing, not skills<br>Sing songs with finger plays or actions to them. Making Music Your Own (teacher's book, records and cassettes available, Silver Burdett Co.,).<br>"Walk to School" - p. 7<br>"Open, Shut Them" - p. 14<br>"Make a Pretty Motion" - p. 13<br>"What Do You Do?" - p. 11<br>Use record Rhythm and Game Songs for the Little Ones. |

## CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities anc |
|---|---|---|
| Rhythmic expression - Singing (cont.) | To have all children join in and enjoy singing activities (cont.) | Sing songs that have story sec acted out. (Making Music You<br>"The Old Gray Cat" -<br>"Go Tell Aunt Rhody"<br>"Play Indians" - p.<br>Play games with singing - "Ri record, Learning As We Play Album No. FC 7659). Record and activities.<br>Let children sing individuall do so. |
| | Child can use singing for creative expression | Sing a song with the children children make up new words o School" (p. 17, Making Music children suggest new actions clap, clap, clap your hands; shake ... hands; wiggle ... Do You Do?" (p. 11, Making words such as - What do you school, take a bath, brush y<br>Encourage creative use of voc record, Rhythm and Game Song #2. Use "Jack and Jill" - s Milkman" - side 2.<br>Let children make up their ow music. |

CREATIVE DEVELOPMENT

| ustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| have all children join in and enjoy<br>ging activities (cont.) | Sing songs that have story sequence and can be acted out. (*Making Music Your Own*)<br>"The Old Gray Cat" - p. 17<br>"Go Tell Aunt Rhody" p. 144<br>"Play Indians" - p. 75<br><br>Play games with singing - "Rig-A-Jig-Jig" - on record, *Learning As We Play* (Folkways Records, Album No. FC 7659). Record also has other songs and activities.<br><br>Let children sing individually if they wish to do so. |
| ld can use singing for creative<br>pression | Sing a song with the children and then let children make up new words or verses. "Walk to School" (p. 17, *Making Music Your Own*) Let children suggest new actions and words such as clap, clap, clap your hands; nod ... head; shake ... hands; wiggle ... foot, etc. "What Do You Do?" (p. 11, *Making Music Your Own*) New words such as - What do you do when you come to school, take a bath, brush your teeth, etc.<br><br>Encourage creative use of vocal expression with record, *Rhythm and Game Songs for the Little Ones*, #2. Use "Jack and Jill" - side 1 and "It's the Milkman" - side 2.<br><br>Let children make up their own songs - words and music. |

## CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Rhythmic expression - Singing (cont.) | Child can use singing for creative expression (cont.) | Teacher makes up a line or two activity in the room. Let ch to their own tunes. Let each turn.<br>Children and teacher make up s group, perhaps about a holida music supervisor write down n be learned and sung by group. |
| Curiosity | Children are curious about environment and explore freely | Room environment must provide experiences and opportunities and discovery.<br>Encourage children to bring in interests them and to contrib of things such as bird nests, eggs of all kinds, seeds, she vegetables, leaves, etc.<br>Some things that enhance a chi<br>a. All equipment for sand ar<br>b. Invicta Simple Scales (c-<br>Geoboard 12" (MLM-29, Creative<br>Small rubberbands (MLM-32, Cr<br>Large rubberbands (MLM-32a, C<br>Stern Kit (Houghton Mifflin Co<br>Cuisenaire Rods (Cuisenaire Co |

## CREATIVE DEVELOPMENT

| lustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| ld can use singing for creative pression (cont.) | Teacher makes up a line or two about children or activity in the room. Let children sing words to their own tunes. Let each who wish have a turn.<br>Children and teacher make up simple song as a group, perhaps about a holiday. Teacher or music supervisor write down notes so song could be learned and sung by group. |
| ldren are curious about environment l explore freely | Room environment must provide many and varied experiences and opportunities for exploration and discovery.<br>Encourage children to bring in anything that interests them and to contribute to collections of things such as bird nests, rocks, flowers, eggs of all kinds, seeds, shells, fruits, vegetables, leaves, etc.<br>Some things that enhance a child's curiosity are:<br>a. All equipment for sand and water play<br>b. Invicta Simple Scales (c-9506600, Dick Blick).<br>Geoboard 12" (MLM-29, Creative Publications).<br>Small rubberbands (MLM-32, Creative Publications)<br>Large rubberbands (MLM-32a, Creative Publications)<br>Stern Kit (Houghton Mifflin Co.)<br>Cuisenaire Rods (Cuisenaire Co. of Am., Inc.) |

CREATIVE DEVELOPMENT

| Concepts | Illustrative Behavioral Objectives | Learning Activities and |
|---|---|---|
| Curiosity (cont.) | Children are curious about environment and explore freely (cont.) | Easy View Magnifer - jumbo siz<br>Childcraft) |
| | | Giant Magnet (2P321, Childcraf |
| | | Aquarium with fish |
| | | Gerbils in glass terrarium wit<br>(easier to watch animals thro<br>when in cage) |
| | | Ant Farm (2N407, Childcraft) |
| | | Color Paddles (2P128, Childcra |
| | | Incubator (Chick-U-Bator, Code<br>Hammett's) |
| | | Rocket Engine Model - scale mo<br>Removable exterior casing (co<br>4501, Hammett's) |
| | | Library Center - all types of<br>Childcraft (World Book Compan |
| | | Simple Machines - wooden (Hamm<br>Inclined Plane (Code 45541, n<br>Lever (Code 45542, no. 502)<br>Gear (Code 45543, no. 503)<br>Wheel to Axle (Code 45544, no<br>Pulley (Code 45546, no. 506)<br>Gear Train (Code 45540, no. 3 |
| | | Many and varied pictures |

CREATIVE DEVELOPMENT

| lustrative Behavioral Objectives | Learning Activities and Materials |
|---|---|
| dren are curious about environment explore freely (cont.) | Easy View Magnifer - jumbo size on legs (2N216, Childcraft) |
| | Giant Magnet (2P321, Childcraft) |
| | Aquarium with fish |
| | Gerbils in glass terrarium with screen top (easier to watch animals through glass than when in cage) |
| | Ant Farm (2N407, Childcraft) |
| | Color Paddles (2P128, Childcraft) |
| | Incubator (Chick-U-Bator, Code 86001, no. CH-1, Hammett's) |
| | Rocket Engine Model - scale model of Saturn V. Removable exterior casing (code 46061, no. REM-4501, Hammett's) |
| | Library Center - all types of books included - Childcraft (World Book Company) |
| | Simple Machines - wooden (Hammett's)<br>Inclined Plane (Code 45541, no. 501)<br>Lever (Code 45542, no. 502)<br>Gear (Code 45543, no. 503)<br>Wheel to Axle (Code 45544, no. 504)<br>Pulley (Code 45546, no. 506)<br>Gear Train (Code 45540, no. 310) |
| | Many and varied pictures |

# PART III

# SELECTED RESOURCES FOR EARLY CHILDHOOD EDUCATION OF THE HANDICAPPED

## A. ANNOTATED LISTING OF PUBLICATIONS AND MATERIALS FOR PARENTS

(Some parents may also be referred to B. ANNOTATED LISTING OF PUBLICATIONS FOR PROFESSIONALS.)

### 1. Books

Adler, Sol. The Non-Verbal Child. Springfield, Ill.: Charles C. Thomas, 1968.

A simplified clinical guide for parents, habilitationists, educators, physicians, and nurses concerned with the diversified problems and the problems and the habilitation of the child.

Avery, Marie L. & Higgins, Alice. Help Your Child To Learn How To Learn. Englewood Cliffs, N.J.: Prentice-Hall, 1962.

Contains a suggested home training program for youngsters, to be directed by their parents. Some of the ideas could be appropriately used with many preschool handicapped children.

Blanton, Elsie. A Helpful Guide in the Training of a Mentally Retarded Child. New York: NARC, 420 Lexington Avenue, 1968.

A collection of suggestions for the care and training of retarded children. Activities are classified by mental age levels.

Blodgett, Harriet E. Mentally Retarded Children. St. Paul, Minnesota: University of Minnesota Press, 1971.

A practical guide in raising mentally retarded children.

Children's Bureau. Feeding the Child With a Handicap. Washington, D.C.: Supt. of Documents, USGPO, 1967.

Covers problems and suggestions for training handicapped preschooler in feeding skills.

Cleveland Speech Hearing Center. Your Child's Speech And How To Improve It. Cleveland, Ohio: Cleveland Speech Hearing Center.

A helpful booklet for parents.

Dybwad, G. The Mentally Handicapped Child Under Five. East Arlington, Texas: National Association for Retarded Children, 2709 Ave. E.

Factual and honest information for parents of the mentally handicapped child under five. The booklet gives practical help to the parents with behavior management, understanding, acceptance, fostering growth in independence and self-sufficiency, etc.

Getman, G.N. How To Develop Your Child's Intelligence. Wayne, Pa. 19087: Research Publications, 544 Richards Road, 1962.

A book to help parents work with their pre-school children.

Hainstock, Elizabeth G. Teaching Montessori in the Home. New York: Random House, 1968.

Discussion and illustration of the various Montessori methods and materials and their application in the home for the young child.

Halliday, Carol. *The Visually Impaired Child. Growth, Learning, Development, Infancy to School Age.* Louisville, Ky. 40206: Instructional Materials Reference Center, American Printing House for the Blind, 1839 Frankfort Avenue, 1971.

This booklet gives practical information on the care, training, and instruction of the visually impaired child from birth until entry into a formal school program.

Hogsett, S.G. *Airline Transportation for the Handicapped and Disabled.* Chicago, Ill.: Nat. Easter Seal Soc. for Crip. Children and Adults, 1971.

Survey of policies and procedures of 22 domestic airlines in relation to providing air transportation to handicapped and disabled passengers.

Kelly, Edward J. *Common Sense in Child Raising.* Denver, Colorado 80222: Love Publishing Co., 1971.

This book is good for parents of normal and handicapped children seeking common sense information about child raising.

Kirk, S.A. *Educating Exceptional Children* (2nd Ed.). Boston: Houghton Mifflin, 1972.

A basic text on the various handicaps - and giftedness - that occur in childhood and youth. Of particular interest to parents of the preschool handicapped is the section entitled, "A Guide to Agencies and Organizations Concerned With Exceptional Children" on pages 431-452. This section contains specific addresses as to where parents can obtain information and service.

Kirk, S.A. *You and Your Retarded Child: A Manual for Parents of Retarded Children.* (2nd Ed.) Pacific Books, 1968.

A good basic manual describing the various problems faced by parents of the retarded and offering suggestions for child care and training.

Langdon, Grace. *Your Child's Play.* Chicago: National Easter Seal Soc. for Crippled Children and Adults, 1957.

Provides suggestions for parents of physically handicapped children in planning play for their children, play interests, play materials, play arrangements, and friends to share in play.

Molloy, Julia S. *Teaching the Retarded Child to Talk.* New York: The John Day Co., 62 West 45th Street, 1961.

This book's purpose is to help parents and teachers of very young retarded children who have not started to talk or who talk poorly.

National Association for Retarded Children. *A Helpful Guide in the Training of a Mentally Retarded Child.* Arlington, Texas 76011: National Association for Retarded Children, 2709 Avenue E. East.

A booklet designed for the use of parents as well as physicians, nurses, teachers, social workers, psychologists, and others in the field of consulting, evaluation, and training the mentally retarded child.

NINDS. *Learning to Talk.* Bethesda, Md. 20014: NINDS, National Institutes of Health, 1969.

A very useful booklet to parents of children having difficulties learning to talk.

Science Research Associates. *Helping Children Talk Better.* Chicago: Science Research Associates, 57 W. Grand Avenue.

A helpful book for parents.

Smith, David W. & Wilson, Ann Asper. *The Child with Down's Syndrome (Mongolism).* Philadelphia, Pa. 19105: W.B. Saunders Company, West Washington Square, 1973.

This is an excellent book for parents, physicians and persons concerned with the education and care of the child with Down's Syndrome. The book presents information about the genetic causes of Down's Syndrome and describes the features of the condition that are common to most children afflicted with it.

Spock, B.M. & Lerrigo, M.O. *Caring for Your Disabled Child.* New York: Macmillan Co., 1965.

A basic handbook for parents and others involved in rearing a handicapped child.

Stevens, G.D. & Birch, J.W. *A Parent Education Series, Guidelines for the Future, Cerebral Palsy.* New York: United Cerebral Palsy Assoc., 1959.

A booklet designed primarily for parents of cerebral palsied children but covers points and concerns of interest to any parent of an exceptional child, e.g. diagnosis, medical advances, sources of help, services, home treatment, etc.

University of Illinois Press. *If You Have a Deaf Child.* Urbana, Ill.: University of Illinois Press, 1965.

This booklet presents an excellent collection of helpful hints to mothers of pre-school deaf children.

Van Riper, C. *Teaching Your Child to Talk.* New York: Harper and Brothers Publishers, 49 E. 33rd Street.

2. *Pamphlets and Materials*

Assoc. Press, *Headstart for Every Child.* New York: The Assoc. Press, 50 Rockefeller Plaza, 1972. Price - $2.00

Useful kit of materials for use in the home to prepare a child for school activities and learning. Contains such items as alphabet pictures, number chart, manipulative materials, games, and other suggestions for parents to ready their child for school.

Frampton, M.E. & Gall, E.D. (Eds.) "Education for the Parents of Exceptional Children." Reprint of five articles from the book, *Special Education for the Exceptional*. Boston: Porter Sargeant, 1955.

The five articles are: (1) The Importance of Education for Parents of Exceptional Children by Sebald; (2) Self Understanding for the Parents of Handicapped Children by Richmond; (3) The Parents of Exceptional Children by Light; (4) The Growth and Development of Exceptional Children by Jollies; and (5) The Preschool Exceptional Child by Carlisle.

Lewis, Richard S. "The Brain Injured Child". Chicago: National Society for Crippled Children and Adults, 2023 West Ogden Avenue.

In this pamphlet, Mr. Lewis describes the brain injured child and the nature of his handicaps from the parent's point of view.

National Association for Retarded Children. *Mental Retardation News*. Arlington, Texas, 76011: The National Association for Retarded Children, 2709 Avenue E. East.

A monthly newsletter concerning national news about retarded children.

Pennsylvania Association for Retarded Children. "Penn's Message". Harrisburg, Pa.: Pennsylvania Association for Retarded Children, 820 Payne-Shoemaker Building.

This pamphlet includes state information concerning retarded children.

Pennsylvania Department of Education, Box 911, Harrisburg, Pa. 17126.

The following are illustrative titles of inexpensive pamphlets available for parents:

"A Guide for Parents...Educable Mentally Retarded Children"
"A Guide for Parents...Trainable Mentally Retarded Children"
"A Guide for Parents...Visually Handicapped Children"

Public Affairs Committee. *Public Affairs Pamphlets*. New York: Public Affairs Pamphlets, 381 Park Avenue South. Current Issues.

The following are illustrative titles of inexpensive pamphlets available for parents of handicapped preschoolers:

"What Should Parents Expect From Children?"
"Your New Baby"
"The Retarded Child Gets Ready for School"
"Your Child's Emotional Health"
"3 to 6: Your Child Starts to School"
"How to Discipline Your Child"
"Enjoy Your Child-Ages 1, 2, and 3"
"When a Family Faces Stress"
"Cerebral Palsy - More Hope than Ever"
"Epilepsy - Today's Encouraging Outlook"
"Serious Mental Illness in Children"
"Parent's Guide to Children's Vision"
"The Story of Muscular Dystrophy"
"How to Help Your Handicapped Child"

Supt. of Documents. Children's Bureau Pamphlets. Washington, D.C.: U.S. Govt. Printing Office. Current Issues.

The following are illustrative titles of useful publications for parents:

"Infant Care"
"Your Child From One to Six"
"The Mentally Retarded Child at Home"
"The Care of Your Child's Teeth"

These folders are also available:

"The Preschool Child Who is Blind"
"The Child With Cerebral Palsy" (Also, Epilepsy, Hard of Hearing, Cleft Palate, Rheumatic Fever, Mentally Retarded, etc.)
"Your Premature Baby"
"The Child With a Missing Arm or Leg"
"The Mongoloid Baby"
"Your Preschool Child's Eyes"

Supt. of Documents. Child Development and Other Publications Relating to Children and Youth. Washington, D.C.: U.S. Govt. Printing Office, Current Issue.

Write to USGPO for current publications and price lists.

Williams, Beverly S. "Your Child Has a Learning Disability - What is it?" Chicago: National Easter Seal Society for Crippled Children and Adults, 2023 W. Odgen Ave., 1971.

This 16 page pamphlet describes the symptoms, the need for early identification, and remedial suggestions for parents and teachers of children with learning disabilities.

3. Journals

Clapp, L.C. (Ed.) Toy Review. Waltham, Mass.: 470 Totten Pond Road, 1972. Subscription - $2.00 per year.

A new journal which reviews concepts and new developments in toys for children. Includes articles such as Letters to Editor, Readers Service, brief reviews of new toys with illustrations and others related to the use of play and toys in child development and education.

Psy-Ed Corp. The Exceptional Parent. Boston, Mass.: 264 Beacon St., 1971. Subscription - $12.00 per year.

A new journal focusing on the tasks of raising a child who has a disability. Articles focus on such items as parental concerns and problems, research progress, religion and the handicapped, psychological testing, etc.

## B. ANNOTATED LISTING OF PUBLICATIONS FOR PROFESSIONALS

(Some professionals may also be referred to A. ANNOTATED LISTING OF PUBLICATIONS FOR PARENTS.)

### 1. General

American Association of Instructors of the Blind National Conference on Preschool Services for Visually Handicapped Children and Their Families. St. Louis: Am. Assn. of Instr. of the Blind, 1965.

Gives 11 papers that were presented at the conference. They deal with what can be done for visually handicapped preschoolers, methods in defining blind, role of pediatrician, counseling and community resources.

American Foundation for the Blind. The Pre-School Deaf/Blind Child. New York: American Foundation for the Blind, 1969.

Showing the need for early intervention, the characteristics, problems, and restrictions of the deaf/blind pre-schooler are mentioned.

Axline, V. Dibs: In Search of Self. New York: Ballantine Books, 1964.

This book deals with a boy's antisocial behavior in the classroom, and how he finds himself through the help of psychotherapy.

Bangs, Tina E. Language and Learning Disorders of the Pre-Academic Child, with Curriculum Guide. New York: Appleton-Century-Crofts, 1968.

Comprehensive coverage of identification, assessment, curriculum planning, methods suggestions, home training hints, and other materials in programming for preschool handicapped children.

Bateman, D. Temporal Learning: Dimensions in Early Learning Series. San Rafael, California: Dimensions Publishing Co., 1968.

Suggestions for teaching the concepts of time to young children.

Beard, R.M. An Outline of Piaget's Developmental Psychology for Students and Teachers. New York: Basic Books, 1969.

A text discussing Piaget's six child development stages. Also contains reference material.

Bereiter, C. & Engelmann, S. Teaching Disadvantaged Children in the Preschool. New Jersey: Prentice-Hall, 1966.

Detailed coverage of teaching methods and curricula for preschool academic learning based on the controversial direct verbal instruction approach.

Bloom, B.S. Stability and Change in Human Characteristics. New York: Wiley, 1964.

Examines and interprets over 1,000 research studies on the shaping of human behavior from infancy to adulthood. Presents a convincing argument on how vitally important the first few years of life are and the related need for preschool programs.

Bluhm, D.L. Teaching the Retarded Visually Handicapped. Philadelphia: W.B. Saunders Co., 1969.

Geared for professionals and parents, too. It is a useful guide for methods, and materials in self help and academic readiness skills.

Breckenridge, Marion E. & Murphy, Margaret N. Growth and Development of the Young Child. (8th ed.) Philadelphia: Saunders Co., 1969.

An excellent book on growth and development of the child up to the age of five years. Focuses on physical, motor, intellectual, emotional, and social development in the family and other settings. Contains a comprehensive listing of pertinent films.

Caldwell, B.M. "The Rationale for Early Intervention". Exceptional Children. Vol. 36, No. 10, Summer, 1970.

This article gives an extensive review of the historical development of early childhood education and its research basis.

Connor, F.P. & Talbot, M.E. An Experimental Curriculum for Young Mentally Retarded Children. New York: Bureau of Publications, Teachers College, Columbia Univ., 1964.

Outstanding comprehensive curriculum guide covering all areas of development important in the education of those with early childhood handicaps.

Dept. of Health, Ed., & Welfare. Environmental Criteria: MR Preschool Day Care Facilities. Washington: Dept. of Health, Ed., Welfare, 1971.

A basic working document for educators, administrators, architects, and designers who are developing preschool day care facilities for mentally retarded, disadvantaged, and normal children. It provides planning and design guidelines for [illegible] creation of a physical environment which will effectively implement the preschool program.

Dorward, B. Teaching Aids and Toys for Handicapped Children. Washington, D.C.: Council for Exceptional Children, 1960.

Although the toys were originally geared for preschool cerebral palsied children, they can be used with all handicapped children. Directions for construction and methods for use are included.

Dybwad, G. & LaCrosse, E. Early Childhood Education is Essential to the Handicapped. New York: N.A.R.C., 420 Lexington Ave., 1963.

Describes the benefits a handicapped child will receive from nursery school with emphasis on the supportive role that can be played by parents.

Early Childhood Papers Presented at the Annual International Convention of the Council For Exceptional Children (48th, Chicago, Ill., April 19-25, 1970). Arlington, Va.: The Council for Exceptional Children, 1970.

Discussions of materials and use with the multiple handicapped preschooler are included.

Ebersole, M. et.al. *Steps to Achievement for the Slow Learner. The Slow Learner Series.* Columbus, Ohio: Chas. E. Merrill, 1968.

A good guide for teachers, etc. containing a curriculum for preschoolers. It contains step by step motor activities for achieving a goal.

Exceptional Children Conference Papers. (New Orleans, La., Dec. 10-13, 1969) Arlington, Va.: The Council for Exceptional Children, 1969.

Four sets of papers on: Early Childhood Education - An Overview, Curriculum, Environmental Influences, and Training Personnel.

Engel, R.C. *Language Motivating Experiences for Young Children.* Van Nuys, Calif.: Don Figge Associates, 1968.

Experiences and lesson plans for teachers to help in stimulating language and in acquisition of language. Included are scales, check lists and profile sheets.

Fisher, D.C. *The Montessori Manual for Teachers and Parents.* Cambridge, Mass.: Bentley, 1964.

Discussion and illustrations of Montessori methodology and use of the apparatus in homes and schools. Considers nature study, discipline, and obedience for the young child.

Furman, R.A. (Ed.); Katan, Anny (Ed.). *The Therapeutic Nursery School; A Contribution to the Study and Treatment of Emotional Disturbances in Young Children.* New York: International Universities Press, 1969.

Describes the Hanna Prekins School, its policies, procedures, objectives and program. The role of the nursery school is explored. So is the treatment and interaction of mother and child.

Getman, G.N., et.al. *Developing Learning Readiness; A Visual-Motor-Tactile Skills Program. Teacher's Manual.* Manchester, Missouri: McGraw-Hill, 1968.

Through visual, motor and tactile skills, activities for readiness are given. They help balance, eye-hand coordination and perception. The materials and equipment needed are mentioned.

Gordon, R. *The Design of a Pre-School "Learning Laboratory" in a Rehabilitation Center.* New York: Institute of Rehabilitation Med., New York University, 1969.

Illustrated booklet showing design approaches for stimulating the learning of the young handicapped child.

Gray, S., et.al. The Early Training Project Before First Grade. New York: NARC, 420 Lexington Ave., 1966.

Handbook of educational techniques and materials for working with groups of young disadvantaged children.

Halliday, C. The Visually Impaired Child: Growth, Learning, Development - Infancy to School Age. Louisville, Ky.: Instructional Materials Reference Center for Visually Handicapped Children, 1970.

Development of the visually impaired is described and contrasted to normal development. Materials and services are mentioned. Directed to teachers and parents.

Harris, G.M. Language for the Preschool Deaf Child. New York: Grune & Stratton, 1971.

Emphasizes the need for parental involvement and guidance, trained professionals, programs geared toward developing meaningful language, and consideration of the whole child.

Harris, G. & Weber, L. "Babies with Hearing Losses". Volta Review. Washington, D.C.: November, 1967, 604-609.

This article contains suggestions for stimulating residual hearing and starting language.

Hartup, W. & Smothergill, N. (Ed.) The Young Child - Reviews of Research. Washington, D.C.: National Assoc. for Education of Young Children, 1967.

A research-based book discussing the effects of adult social reinforcement, role taking, articulation development, learning and problem solving behaviors on young children and the effects of a preschool program on culturally deprived children.

Hess, R.D. & Bear, R.M. (Ed.) Early Education: Current Theory, Research, and Action. Chicago: Aldine Publishing, 1968.

Conference papers concerning socialization, stimulation, language development, maternal influences and evaluations of early education.

Hodges, W.L., McCandless, B.R. & Spicker, H.H. Diagnostic Teaching for Preschool Children. Arlington, Va.: The Council for Exceptional Children, 1971.

A research-based diagnostic curriculum program designed to improve the cognitive, emotional, and related learning problems of the very young handicapped child.

Horton, K.B. Home Demonstration Teaching for Parents of Very Young Deaf Children. Nashville, Tenn.: Bill Wilkerson Hearing and Speech Center, 1968.

A program where parents are taught to participate in training very young deaf children in the home. The program includes evaluations, assessments and regular family visits to the center.

Hunt, J.McV. *Intelligence and Experience.* New York: Ronald Press, 1961.

Comprehensive treatise on the theory and practice of using experiences to educate the intelligence of young children.

Hymes, J.L. *Teaching the Child Under Six.* Columbus, Ohio: Merrill, 1968.

An interesting and forward look at personnel and practical approaches to early education in nursery schools, kindergartens, day care centers, community action programs, and related developments.

Jordon, J.B. (Ed.). *Exceptional Children*, Vol. 37, No. 9, May, 1971.

Special journal issue devoted to the exceptional child's early years.

Karnes, M.B. *Helping Young Children Develop Language Skills: A Book of Activities.* Arlington, Va.: The Council for Exceptional Children, 1968.

Especially for disadvantaged preschoolers. Derived from ITPA.

Katz, L. *Early Childhood Education as a Discipline.* Urbana, Ill.: ERIC Clearinghouse on Early Childhood Education, Sept., 1970.

Defines and illustrates the complexity of early childhood education.

Kirk, S.A. *Educating Exceptional Children.* (2nd Ed.) Boston: Houghton Mifflin, 1972.

A basic text on the nature of handicapping conditions and the education of those with handicaps. Covers learning disabilities, speech handicap, gifted, mental retardation, hearing problems, vision handicap, orthopedic and health impairments and behavior disorders. Includes a listing of agencies and organizations that serve the handicapped.

Kirk, S.A. & Johnson, G.O. *Educating the Retarded Child.* New York: Houghton Mifflin, 1951.

Chapter 7, "A Preschool Program", outlines the key elements of a curriculum for the preschool retarded. Applicable also to preschoolers with other handicaps.

Melby, A. *Behavioral Objectives Curriculum Guide - A Transitional Pre-First Grade Program.* Doylestown, Pa.: Bucks County Public Schools, 1970.

A diagnostic teaching curriculum guide based on cognitive-psychomotor behavioral objectives and activities. The preface notes that the program was designed, developed, and tested over a three-year period as an exploratory-pilot curriculum project for children identified as potential failures.

Rafael, B. "Early Education for Multihandicapped". Children Today. Jan.-Feb., 1973.

Stresses the team approach to education, the use of individualized programs, small classes, and adapting environment.

Reger, R. (Ed.). Preschool Programming of Children with Disabilities. Springfield, Ill.: Charles C. Thomas, 1970.

Several authors contributed to this book on programming. The topics include: a preschool summer program, identification of problems, evaluation, language, motor development, materials, the visually and hearing impaired child.

Rothstein, J.H. (Ed.). Mental Retardation - Readings and Resources. (2nd Ed.) New York: Holt, Rinehart, Winston, 1970.

Section 4 on Early Childhood Education contains these two articles: "Provisions for the Young Mentally Retarded" by Will Beth Stephens, pp. 144-153. "Nursery School Experiences for the Mentally Retarded" by R.C. Scheerenberger, pp. 154-167.

Sharp, E. Thinking Is Child's Play. New York: E.P. Dutton & Co., 1969.

The book discusses the work of Piaget and has 40 games aimed to help in mental development.

Sheperd, G. "The Early Education of Handicapped Children". Focus on Exceptional Children. Vol. 3, No. 1, March, 1971.

Gives an overview of the rationale, federal involvement, model research centers, teaching strategies, and methods and materials in programs of early education for the handicapped.

Stephens, B. (Ed.). Training the Developmentally Young. New York: John Day Co., 1971.

Deals with assessing development of cognition, motor, language, social skills, and then goes into program planning for these areas. Experts have written chapters dealing with their expertise.

Supt. of Documents. It Works Series: Summaries of Selected Compensatory Education Projects. Washington, D.C.: U.S. Govt. Printing Office, 1970.

Summaries of 31 exemplary compensatory education projects around the country, 11 of which focus on preschool programs.

U.S. Dept. of Agriculture, Food & Nutrition Service. Equipment Guide for Preschool and School Age Child Service Institutions. Washington, D.C.: U.S. Govt. Printing Office, 1972.

Covers kitchen, storage, and dining facilities for the preschool.

U.S.O.E. Special Project: *A Team Teaching Practicum for Teacher Preparation in Multiple Handicaps.* Nashville, Tenn.: George Peabody College, August 31, 1971.

Materials include: Teaching Materials with directions for construction of them, Motor program with ideas for techniques and rewarding, and self help skills with behavioral objectives for teachers.

Weintraub, F.J. "Recent Inforcement of Law Regarding the Identification and Educational Placement of Children". *Focus on Exceptional Children.* 1972.

Discusses recent decisions in using certain prejudical I.Q. scores, liability of the evaluator, and the placement of children.

Wisconsin State Dept. of Public Welfare. *Curriculum for the Preschool Child.* ERIC Document, ED 016-341. ERIC Clearinghouse on Early Childhood Education. Urbana, Ill.: University of Illinois, 1967.

Detailed outline of a preschool curriculum covering self care, body usage, social adjustment, basic knowledge, and self expression.

## 2. Journals

The listing below contains the name of the journal, the address where it can be obtained, and, in some cases, subscription cost.

AMERICAN EDUCATION, U.S. Dept. of Health, Ed., and Welfare, Superintendent of Documents, USGPO, Washington, D.C. 20402. Ten issues $4.50.

AMERICAN EDUCATIONAL RESEARCH JOURNAL, 1126 16th St., Washington, D.C. Quarterly, $8.00.

CHILD DEVELOPMENT, Society for Research on Child Development, Inc., University of Chicago Press, 5750 Ellis Ave., Chicago, Ill. 60637. Quarterly, $20.00; single issues, $6.00.

CHILDHOOD EDUCATION, Assoc. Childhood Educ., 1200 Fifteenth St., N.W. Washington, D.C.

CHILDREN TODAY, Supt. of Documents, USGPO, Washington, D.C. $2.00 per year.

EDUCATION AND TRAINING OF THE MENTALLY RETARDED, CEC, 1411 So. Jefferson Davis Hwy., Arlington, Va. $5.00 per year.

EXCEPTIONAL CHILDREN, CEC, 1411 So. Jefferson Davis Hwy., Suite 900, Arlington, Va. $10.00 per year.

EXCEPTIONAL CHILDREN ABSTRACTS, CEC, 1411 So. Jefferson Davis Hwy., Arlington, Va.

THE EXCEPTIONAL PARENT, Psy-Ed. Corp., 264 Beacon St., Boston, Mass. $12.00 per year.

FOCUS ON EXCEPTIONAL CHILDREN, Love Pub. Co., 6635 East Villanova Pl., Denver, Colo. $9.50 per year.

JOURNAL OF CHILD PSYCHOLOGY AND PSYCHIATRY AND ALLIED DISCIPLINES, Journal Dept., Maxwell House, Fairview Park, Elmsford, New York 10523. Quarterly, $30.00.

JOURNAL OF LEARNING DISABILITIES, Prof. Press Pub., Room 1410, 5 N. Wabash Ave., Chicago, Ill. $10.00 per year.

JOURNAL OF NURSERY EDUCATION, Nat. Assoc. Nursery Educ., 155 East Ohio Ave., Room 200, Chicago, Ill.

MENTAL RETARDATION, AAMD Pub. Sales Office, 49 Sheridan Ave., Albany, N.Y. $7.00 per year.

MENTAL RETARDATION ABSTRACTS, Supt. of Documents, USGPO, Washington, D.C. $4.50 per year.

MERRILL-PALMER QUARTERLY OF BEHAVIOR AND DEVELOPMENT, Merrill-Palmer Institute, 71 E. Ferry Ave., Detroit, Michigan 48202. $6.00.

MONOGRAPHS OF THE SOCIETY FOR RESEARCH ON CHILD DEVELOPMENT, 5750 Ellis Ave., University of Chicago Press, Chicago, Ill. 60637. Bi-monthly, $12.00.

TEACHING EXCEPTIONAL CHILDREN, CEC, 1411 So. Jefferson Davis Hwy., Suite 900, Arlington, Va. $5.00 per year.

TODAY'S EDUCATION, National Ed. Assoc., 1201 16th St., N.W., Washington, D.C. 20036. 9 issues, $1.05.

TOY REVIEW, Ed. & Bus. Offices, 470 Totten Pond Rd., Waltham, Mass. 02154. $2.00 per year.

YOUNG CHILDREN, National Assoc. for the Ed. of Young Children, 1629 21st St., N.W., Washington, D.C. 20009. 6 issues, $5.00.

### 3. Newsletters

CHILDREN OF THE SILENT NIGHT
Source: R.M. Campbell Associates
Academy Avenue
Saxtons River
Vermont 05154

A newsletter published in the interest of deaf-blind children on an international basis. Contains such items as feature article, publications list, film reviews, Directories, etc.

CEMREL NEWSLETTER
Source: CEMREL
10646 St. Charles Rock Rd.
St. Ann, Missouri 63074

Reports research news from the 7 research centers of the National Laboratory on Early Childhood Education and information from the Central Midwestern Regional Education Laboratory's curriculum research programs.

DARCEE NEWSLETTER
Source: DARCEE, Peabody College
Nashville, Tenn. 37203

Periodic newsletter describing the actitivites of the Peabody College Demonstration and Research Center for Early Education. Includes listings of current publications covering various areas such as curriculum, parents, home visits, etc. Write to above address.

ERIC/ECE NEWSLETTER
Source: Educational Resources Information Center/Early Childhood Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801

A periodic newsletter covering a wide range of relevant aspects of early childhood education, i.e. day care, curriculum, methods, and materials, parents, research, etc. Write to above address to be placed on mailing list.

HEAD START NEWSLETTER
Source: Head Start Newsletter
Office of Child Development
Project Head Start
Dept. of Health, Education, and Welfare
Washington, D.C. 20201

This newsletter reports on current programs and activities directly concerned with Head Start. Of interest to all preschool educators, as well as Head Start personnel.

THE INTERMEDIARY
Source: Mid Atlantic Region SEIMC
George Washington Univ.
Washington, D.C. 20006

Periodic newsletter of the Mid Atlantic Region which serves a number of states, including Pennsylvania. Contains current articles on Early Childhood Education, curriculum, methods, film and book reviews, and related information. Good item for keeping abreast of current news in Special Education/Early Childhood.

NATIONAL COMMITTEE FOR THE DAY CARE OF CHILDREN, INC. NEWSLETTER
Source: National Committee for the Day Care of Children, Inc. (NCDC)
114 East 32nd Street
New York, N.Y. 10016

This newsletter reports on all phases of day care for young children. It should be of interest to preschool administrators, teachers, and practitioners.

PEN - THE PRESCHOOL EDUCATION NEWSLETTER
Source: Multimedia Education Inc.
11 West 42nd St.
New York, N.Y. 10036

PEN reports on innovative programs, research, publications, and activities in the general field of preschool education. Of special interest to preschool program directors and teachers.

SESAME STREET NEWSLETTER
Source: Childrens Television Workshop
1865 Broadway
New York, N.Y. 10023

Newsletter on the current status of the Sesame Street television program for young children.

ERIC CLEARINGHOUSES

Three excellent sources of publications for professionals are the ERIC Clearinghouse listed below. Information about the types of material available and lists of publications on early childhood education and handicap may be obtained by writing directly to the clearinghouses.

DISADVANTAGED (ERIC)
Columbia University
Teachers College, Box 40
New York, N.Y. 10027

EARLY CHILDHOOD EDUCATION (ERIC)
University of Illinois
805 West Pennsylvania Ave.
Urbana, Ill. 61801

EXCEPTIONAL CHILDREN (ERIC)
Council for Exceptional Children
1411 So. Jefferson Davis Highway
Suite 900
Arlington, Va. 22202

## C. ASSESSMENT AND TESTING MATERIALS

### 1. *Infant-Toddler Assessment*

For assessment of children between the ages of birth to 24 months, it is recommended that the following annotated listing be obtained:

Guthrie, P.D. *Measures of Infant Development, An Annotated Bibliography*, 1971.

*Source*: Head Start Test Collection
Educational Testing Service
Princeton, N.J. 08540

This very useful booklet covers 41 measures of development appropriate for use with infants from birth to 24 months of age. Included are tests designed to measure motor development, cognitive growth, intelligence, mental health, social maturity, and concept attainment. Illustrative test titles include the Apgar Test, Bayley Scales of Infant Development, Cattell Infant Intelligence Scale, Griffith Scales, etc.

AHR'S INDIVIDUAL DEVELOPMENT SURVEY (AIDS)

*Source*: Priority Innovations Inc.
P.O. Box 792
Skokie, Illinois 60076

A comprehensive form for parents to fill out concerning their child's development.

### 2. *Preschool Assessment*

BOEHM TEST OF BASIC CONCEPTS
*Source*: The Psychological Corp.
304 East 45th St.
New York, N.Y. 10017

Standardized test designed to measure children's mastery of concepts necessary for achievement in the first years of school. Available in two alternate forms, A and B, and requires about 15 to 20 minutes to administer. Concepts measured cover Space, Quantity, Time, and Miscellaneous areas of development. Helps teacher identify faulty concepts held by child and suggests enrichment and remedial instruction needs.

CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE
*Source*: Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, Calif. 94306

A 30-item teacher's rating scale giving objective evaluations of social competency in preschoolers. A special feature provides percentile norms for children from high and low occupational levels for four age groups (by sex) from 2 years 6 months through 5 years 6 months. Useful for diagnosis, placement, or evaluation of the preschoolers developmental progress.

### COLUMBIA MENTAL MATURITY SCALE

Source: CTB/McGraw-Hill
Del Monte Research Park
Monterey, California 93940

Pictoral type test which calls for no verbal response and a minimum of motor response. The test is untimed and uses perceptive discriminations involving color, shape, size, use, number, kind, missing parts, and symbolic material. The child answers by selecting the picture in series which is different from, or unrelated to others.

### DENVER DEVELOPMENTAL SCREENING TEST

Source: Ladoca Project & Publishing Foundation Inc.
East 51 st Ave. and Lincoln St.
Denver, Colorado 80216

The Denver Developmental Screening Test (DDST) is a device for detecting developmental delays in infancy and preschool years. The test relies on observations of what a child can do and on report by parent who knows the child. The test items are placed into four categories: Personal-Social, Fine Motor Adaptive, Language, and Gross Motor.

### DEVELOPMENTAL PROFILE

Source: Psychological Development Publishers
7150 Lakeside Drive
Indianapolis, Indiana 46278

Multi-dimensional inventory of skills designed to assess a child's development from birth to preadolescence. Individual profile depicts child's functioning in terms of developmental age level by classifying his particular skills according to age norms in five areas: Physical, Self-Help, Social, Academic, and Communication.

### FIRST GRADE SCREENING TEST

Source: American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014

This instrument was developed to identify those children who would not make sufficient progress during their first year of school to be ready for second grade. The test is untimed and separate booklets are given for boys and girls.

### FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION

Source: Consulting Psychologists Press
577 College Ave.
Palo Alto, Calif. 94306

A diagnostic test covering these areas of visual perception in the pre-school child: (1) Eye-Motor Coordination; (2) Figure Ground; (3) Form Constancy; (4) Position in Space; (5) Spatial Relations. Norms established on children between the ages of 5 and 9 years. It is a paper-pencil test which may be administered individually or to groups, taking less than one hour. Suggestions and materials are available to provide specific remedial programs in each of the 5 areas assessed.

KINDERGARTEN BEHAVIORAL INDEX: A SCREENING TECHNIQUE FOR READING READINESS
Source: Australian Council for Educational Research
Frederick Street
Hawlhorn E. 2
Victorian, Australia

Designed to aide in identification of children with potential learning difficulties and indicate areas of development where remediation is needed. The items cover: self-identity, handedness, directionality, visual motor coordination, rhythm, speech, language sequencing, sequential memory, language association, behavior and attentional difficulties.

MINNESOTA PRESCHOOL SCALE
Source: American Guidance Services, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

An individual test of verbal and nonverbal mental ability in early childhood requiring 30 minutes or less time. Gives an estimate of intellgience as early as 18 months and is useful with a wide range of intellectual abilities. Should be administered by qualified psychologist.

MOTOR-ACADEMIC-PERCEPTUAL (M-A-P) SKILL DEVELOPMENTAL CHECKLISTS
Source: M-A-P Project
Arin Intermediate Unit
Courthouse
Indiana, Pennsylvania 15701

This checklist is designed to provide the teacher of multiply handicapped children with a behavior-oriented evaluation of the child's existing motor, academic, and perceptual skills.

PEABODY PICTURE VOCABULARY TEST
Source: American Guidance Services, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

An individual test of verbal intelligence taking 15 minutes or less and requires no special training to administer. Results given in terms of mental ages, standard score IQ's, and percentiles. Especially useful with speech impaired, cerebral palsied, mentally retarded, withdrawn and distractable young children.

PREPRIMARY PROFILE
Source: Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

A simple rating device by which a parent communicates knowledge of his child to the teacher. It provides specific information about the preschooler in the areas of self-care, classroom management, skill development, language development, and experiences. Can be used as a diagnostic teaching and counseling device.

PRESCHOOL AND KINDERGARTEN PERFORMANCE PROFILE
Source: Reporting Service for Children
563 Westview Ave.
Ridgefield, N.J. 07657

Inventory based on Havighurst's concept of "developmental tasks" in which the child's performance is evaluated by the teacher's direct observation. Designed to identify pupil behavior levels in Social, Intellectual, and Physical areas and point out deficiencies and readiness for new learning. Scoring includes profile charts that permit specificity in behavior measurement and prescriptive teaching based on the concept of "measuring the child against himself".

PRESCHOOL ATTAINMENT RECORD (RESEARCH EDITION)
Source: American Guidance Services, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

A preschool scale of development covering ambulation, manipulation, rapport, communication, responsibility, information, ideation, and creativity. Given by observation and interview and takes 20 to 30 minutes. Can be used with normal children or those with physical, mental, or social-cultural handicaps.

PRESCHOOL INVENTORY, REVISED EDITION - 1970
Source: Educational Testing Service
Princeton, N.J. 08540

An inventory developed by Dr. Bettye M. Caldwell that gives an indication of a preschooler's level of development in a variety of basic skills and concepts regarded as necessary for success in school. Requires individual administration and takes no more than 15 minutes. Age 4-6.

### PRESCHOOL LANGUAGE SCALE

Source: Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

Designed for children of all ages who are assumed to be functioning at a preschool or primary language level. It is an experimental instrument to be used to assess language strengths and deficiencies. It should be individually administered.

### PRESCHOOL SCREENING FOR HEARING AND VISUAL ACUITY

Source: Penna. Medical Society
Taylor Bypass & Erford Rd.
Lemoyne, Pa. 17043

A kit which constitutes a complete hearing and vision screening program for preschool children. Kit includes pre-screening publicity materials, information on vision and hearing standards, specifics of the screening, sample forms and related materials. Best used in coordination with the public school medical service program.

### PUPIL RATING SCALE

Source: Grune & Stratton, Inc.
757 Third Ave.
New York, N.Y. 10017

This is a screening test for identifying children with learning disabilities developed by H.R. Myklebust. It covers these basic learning areas: (1) Auditory Comprehension; (2) Spoken Language; (3) Orientation; (4) Motor Coordination; (5) Personal-Social Behavior. Designed as an assessment measure from which prescriptive teaching strategies may be developed and implemented.

### SCHOOL READINESS SURVEY

Source: Consulting Psychologists Press
577 College Avenue
Palo Alto, Calif. 94306

This is a parent-administered device for judging a child's readiness for kindergarten. It provides subtest scores on 7 skill areas required in school and a checklist for assessing the child's social maturity. A special feature is 7 pages of specific suggestions for the parents at home to expedite the child's skill development for school. Requires at least average intelligence on the part of the parents for effective use. A diagnostic teaching tool for the teacher.

### SCREENING PROCEDURES FOR PRESCHOOLERS AND PUPILS IN SCHOOL

Source: Priority Innovations, Inc.
P.O. Box 792
Skokie, Illinois 60076

A 28-page booklet describing various procedures and techniques for a plan of early identification of children who are or may experience learning or behavior problems in school. Useful as a basic reference in early childhood education programs.

### SYMPTOMATOLOGY AND IDENTIFICATION OF A CHILD WITH LEARNING DISABILITIES (REVISED EDITION)

Source: Priority Innovations, Inc.
P.O. Box 792
Skokie, Illinois 60076

Checklist format designed to serve as a guide in recognizing and identifying specific aspects and areas of classroom learning problems. Covers all major areas of child's development, e.g. physical, perceptual-motor, coordination, speech and hearing, vision, behavior, attention, memory, etc.

### TEST COLLECTION - (SIX) HEAD START COLLECTIONS

Source: Educational Testing Services
Princeton, N.J. 08540

(1) Assessing the Attitudes of Young Children Toward School

A report on assessment of attitudes in young children. The report describes techniques of attitude assessment.

(2) Language Development Tests

An annotated bibliography listing currently available language development measures for preschool and lower elementary grade children.

(3) Measures of Social Skills

An annotated bibliography concerned with a variety of social skill measures appropriate for use with children from the preschool level through third grade.

(4) Self-Concept Measures

An annotated bibliography dealing with a variety of self-concept measures for children from pre-school to grade three. Many of the measures emphasize the child's conception of himself in the school environment.

(5) School Readiness Measures

An annotated bibliography on currently available general school readiness measures.

(6) Tests for Spanish-Speaking Children

An annotated bibliography listing currently available instruments appropriate for use with Spanish-speaking children. Measures in such areas as intelligence, personality, ability, and achievement are included and separate indexes are provided.

TEST COLLECTION - TESTS FOR THE MENTALLY RETARDED
Source: Educational Testing Service
Princeton, N.J. 08540

Annotated bibliography of tests available to use with the mentally retarded. Includes descriptions of the tests and addresses where they may be purchased.

TEST COLLECTION - TESTS TO IDENTIFY LEARNING DISABILITIES IN CHILDREN
Source: Educational Testing Service
Princeton, N.J. 08540

Annotated bibliography of tests available to use with children with learning disabilities (preschool to grade 3). Includes descriptions of tests such as Valett Developmental Survey of Basic Learning Abilities and where they may be purchased.

T.M.R. PERFORMANCE PROFILE FOR SEVERELY AND MODERATELY RETARDED PUPILS
Source: Reporting Service for Children
563 Waterview Ave.
Ridgefield, N.J. 07657

The TMR Performance Profile for Severely and Moderately Retarded Pupils is an evaluative scale for pupil performance based upon teacher observation. It is designed to identify performance level of pupil in a wide variety of daily activities found in the curriculum, such as social behavior, self-care, communication, practical skills, body usage.

VALLETT INVENTORY OF PRIMARY SKILLS
Source: Fearon Publishers
6 Davis Drive
Belmont, Calif. 94002

An inventory excerpted from Valett's Prescriptions for Learning which is designed for use with kindergarten and transitional primary children. Covers 300 primary skills in such areas as self information, body identification, body spatial relations, copying designs, alphabet and number printing, symbol matching, counting, drawing a man, etc. Provides diagnostic data on skills basic to success in the first few grades of school. Materials also available on prescriptive-remedial teaching as follow-up to use of Inventory.

WECHSLER PRESCHOOL AND PRIMARY SCALE OF INTELLIGENCE
Source: The Psychological Corporation
304 East 45th Street
New York, N.Y. 10017

An individual test of intelligence for use with children between 4 and 6½. Contains five verbal and five performance tests and yields separate Verbal, Performance, and Full Scale IQ's. Must be given by a qualified school psychologist.

## D. FILMS FOR IN-SERVICE

AS THE TWIG IS BENT (1968)
27 min.; Black and White; Rental $5.60
Source: Pennsylvania State University
Audio-Visual Aids Library
University Park, PA 16802

A discussion and demonstration of a training project carried out at Central Wisconsin Colony and Training School. Subjects involved in the project were severely and profoundly retarded.

ARE YOU READY? (1968)
34 min.; Color: Purchase $250.00; Rental $12.50
Source: La Rue Films, Inc.
159 East Chicago Ave.
Chicago, ILL 60611

Shows activities of a group of young Down's Syndrome (Mongoloid) children in a prescriptive teaching program based on the Illinois Test of Psycholoinguistic Abilities. Shows skill sequences in increasing levels of difficulty.

BECKY (1960's)
15 min.; Color; Rental
Source: Stuart Finley
3428 Mansfield Road
Lake Barcroft
Falls Church, VA 22041

A film on the role of the retarded child in the family setting. Useful as a discussion tool with parent groups.

CARE OF THE YOUNG RETARDED CHILD (1965)
18 min.; Color; Purchase $225.00; Rental $15.00
Source: International Film Bureau, Inc.
332 So. Michigan Ave.
Chicago, ILL 60604

Film depicts series of feeding sequences comparing a normal child, a retarded child of the same CA, and a normal younger child. Illustrates the value of early assessment of the infant in order to insure a proper feeding and training program.

CRADLE TO THE CLASSROOM (1970?)
25 min. ea. part; Color; Purchase $610.00 (both parts)
Source: McGraw-Hill Films
330 West 42nd St.
New York, NY 10036

Two-part film overviewing the rationale and need for Early Childhood Education programs. Originally done as a TV documentary, the film reviews contemporary research and experimentation of Infant-Toddler and Preschool Programs covering such areas as Cognitive Curriculum, Sensory-Motor Stimulation, Piaget approaches, "Verbal Bombardment", etc.

EARLY RECOGNITION OF LEARNING DISABILITIES (1969)
30 min.; Color; Price $99.50
Source: National Audiovisual Center
National Archives and Records Services
Washington, D.C. 20409

Focuses on the early identification and diagnosis of young children with learning disabilities. Reviews role of teacher, parents, and educational program.

FOCUS ON CHILDREN (1964?)
26 min.; Black and White; Rental
Source: Dept. of Child Development (Also N.Y.U. Film Library)
Iowa State University
Ames, IA 50010

Shows children in various activities at home, nursery school, and day care center. Focuses on their curiosity, expression, feedings, and social skills.

GROWTH AND DEVELOPMENT OF A MULTIPLY HANDICAPPED INFANT (1970)
15 min.; Color; Purchase $95.00; Rental $7.50
Source: New York Univ. Film Library
26 Washington Place
New York, NY 10003

Short film depicting the birth and early development of a severely multiply handicapped child. Shows the parent's problems, frustrations, and anxieties in caring for the child.

HOW BABIES LEARN (1971)
35 min.; Color; Purchase $250.00; Rental $15.00
Source: New York Univ. Film Library
41 Press Annex
Washington Square
New York, NY 10003

Describes some of the important developmental advances made by babies during the first year of life. It stresses that all types of infant learning are subject to the influence of the kind of interpersonal and physical environment in which the baby lives. Special attention is given to the importance of the mother-child relationship in enabling children to profit from their learning encounters with the environment. Some of the children and mothers are observed over a period of time without any intervention from the project staff; some offered parent education, both individually and in groups. Recommended for professional groups and classes in such disciplines as child development, pediatrics, early childhood education, nursing, and sociology.

KEVIN IS FOUR (1973)
27 min.; Color; Purchase $240.00; Rental $12.50
Source: Ohio State University
Department of Photography and Cinema
156 West 19th Ave.
Columbus, OH 42310

Shows a young child with congenital amputation of one arm and one leg who functions well in daily activities. Kevin was fitted with an artificial arm and leg when he was 15 months old. The film shows Kevin in nursery school and play situations, swimming, and at home. All the episodes demonstrate how a young child learns to adjust to his handicap.

MENTAL RETARDATION - PART I AND PART II (1966)
30 min. ea. part; Color; Rental $1.00 postage ea. part
Source: Film Library
Office of Mental Health
Pa. Dept. of Public Welfare
Harrisburg, PA 17120

Excellent two-part film depicting causes and characteristics of the mentally and physically handicapped. Shows modern institutional services and indicates need for educational and psychological planning.

MENTAL RETARDATION - THE HOPELESS (1972)
24 min.; Color; Purchase or Rental
Source: Oxford Films Incorporated
1136 North Las Palmas Ave.
Hollywood, CA 90038

This film is a rebuttal to obstructive traditional prejudices and misconceptions which regard the mentally retarded as a homogeneous group, each alike in inability to function in the everyday world. At six points within the film a misconception is stated. By following each stated misconception with many scenes of retarded persons successfully engaged in activities of learning, production and other constructive activity, the negative generality is proven false.

MODERATE RETARDATION IN THE YOUNG CHILDREN (late 1960's)
43 min.; Black and White; Purchase or Rental
Source: Audio Visual Department
Western Reserve University
Cleveland, OH 44106

Film presents behavioral functioning of preschoolers with moderate retardation (55-75 IQ). Shows individual and group activities and similarities and differences between the retarded and normal. The progress of seven particular children is intensively noted on several developmental tasks. The importance of the teacher-child relationship is emphasized.

OPERATION DRY PANTS (1970?)
34 min.; Color; Rental
Source: MGS Productions
P.O. Box 9083
Austin, TX 78757

Film taken at residential institution for mentally retarded in Texas. Demonstrates habit training techniques and their effects on a group of profoundly retarded girls 6 to 18 years of age.

ROOM TO LEARN (1970)
22 min.; Color; Purchase $125.00
Source: The Early Learning Center, Inc.
12 Gary Road
Stamford, CT 26903

Describes the Early Learning Center at Stamford, Connecticut - an open-plan early childhood school with facilities and program reflecting current trends.

SCHOOL FOR FOURS (1967?)
27 min.; Black and White; Rental $9.50
Source: Film Distribution Supervisor
The Ohio State University
Dept. of Photography and Cinema
156 West 19th St.
Columbus, OH 43210

Depicts nature and needs of regular pre-kindergarten children and illustrates selected individual and group activities.

SERVICES TO THE YOUNG (1960?)
48 min.; Black and White; Purchase $100.00; Rental on loan basis
Source: Professional Services Program Dept.
United Cerebral Palsy Assoc., Inc.
66 East 34th St.
New York, NY 10016

Demonstrates techniques of interdisciplinary team serving young children under CA of three with cerebral dysfunction. Shows role of pediatric neurologist, nurse, therapist, speech pathologist, special educator, and social worker.

STEP BEHIND SERIES (1972)
1. GENESIS
25 min.; Color; Purchase $200.00; Rental $20.00

A behavior modification approach to teaching the self-help skills of dressing, eating and toileting.

2. ASK FOR JUST LITTLE THINGS
   20 min.; Color; Purchase $200.00; Rental $20.00

   A behavior modification approach to teaching ambulation, personal hygiene and attending behaviors.

3. I'LL PROMISE YOU A TOMORROW
   20 min.; Color; Purchase $200.00; Rental $20.00

   Communication, direction following and group participation are developed and fostered through the use of behavior modification techniques.

Source: Hallmark Films and Recordings, Inc.
1511 East North Ave.
Baltimore, MD 21213

SUFFER THE LITTLE CHILDREN (1950's)
10 min.; Black and White; Purchase $75.00; Rental $10.00
Source: Commonwealth Mental Health Foundation
4 Malboro Road
Lexington, MA 02173

Depicts young children in an institution for the mentally retarded. Raises the questions of how and why they were put there and what has become of them. Contrasts equally mentally retarded children who live at home and attend a nursery school in the community.

TEACH ME (1972)
15 min.; Color; Purchase or Rental
Source: Hallmark Films, Educational Division
1511 East North Ave.
Baltimore, MD 21213

Shows in-service and pre-service education of teachers and paraprofessionals who work with exceptional children.

TEACHING THE MENTALLY RETARDED - A POSITIVE APPROACH (late 1960's)
25 min.; Black and White; Rental $1.00 for postage
Source: Audio Visual Section
Bureau of Public Education
Pa. Dept. of Public Welfare
P.O. Box 2675
Harrisburg, PA 17120

Documentary of the use of behavior modification techniques with the profoundly retarded to develop toilet training, dressing, eating, and manners. Illustrates principles of teaching with the behavior modification approach.

TESTING MULTIPLY HANDICAPPED CHILDREN (1962)
30 min.; Black and White; Purchase or Rental
Source: International Soc. for Rehab. of Disabled
219 East 44th St.
New York, NY 10017

Demonstrates modified educational evaluation of three severely handicapped children. One child has athetoid cerebral palsy, another has a severe visual and hearing impairment, and the third is retarded and hyperactive.

THE ABC'S OF BEHAVIORAL MODIFICATION (1972)
20 min.; Color; Purchase $150.00; Rental $15.00
Source: Hallmark Films and Recordings, Inc.
1511 East North Ave.
Baltimore, MD 21213

The ABC's of Behavioral Education describes the Behavior Modification program at Anne Arundel County Learning Center (AALC). The film emphasizes the relationships between Antecedents, Behaviors, and Consequences (ABC's) and describes how antecedents and consequences can be programmed in a school environment to influence staff and student behaviors.

THE JOY OF LEARNING (1971)
28 min.; Color; Purchase $110.00; Rental $25.00
Source: Columbia Forum Productions, Ltd.
10621 Fable Row
Columbia, MD 21043

Popular film showing an introduction to the Montessori principles of education in public and Montessori schools around the U.S., Canada, and Puerto Rico. Emphasizes the prepared environment at various levels of education, including preschool.

THE POPPE PROJECT (1970?)
23 min.; Black and White; Purchase or Rental
Source: Univ. of California at Berkley
Extension Media Center
Berkley, CA 94709

Depicts a therapeutic milieu for eight severely retarded girls in a residential institution using a combination of group nursing and operant conditioning. The operant techniques demonstrate success in shaping the girls' behavior in eating, dressing, play, group interaction, and elementary socialization.

TODAY'S CHILDREN (1972)
25 min.; Color; Purchase or Rental
Source: Hallmark Films, Educational Division
1511 East North Ave.
Baltimore, MD 21213

A Title III Model Early Childhood Learning Program, which includes three year olds. The object of this program, in Baltimore, is to teach and to instill in children the desire to learn. Instructional materials and techniques of teaching young children language, reading, and arithmetic skills are shown.

WHERE DO THE CHILDREN PLAY? (1973)
14½ min.; Color; Purchase $50.00
Source: Jamieson Film Co.
3825 Bryan St.
Dallas, TX 75204

This film provides alternatives to institutionalization of moderately retarded children.

WHO ARE THE WINNERS (1971)
25 min.; Color; Rental
Source: University of Wisconsin
Bureau of Audio Visual Instruction
Madison, WI 53703

Filmed version of "Milwakee Project" dealing with preschool intervention with young disadvantaged children. Shows cultural background, methodology based on Cognitive Curriculum, and other aspects of model intervention programs.

VISUAL PERCEPTION AND FAILURE TO LEARN (1966)
20 min.; Black and White; Rental $6.00
Source: Syracuse University
Educational Film Library
Building D-7, Collendale Campus
Syracuse, NY 13210

The film demonstrates the effects of different visual perceptual disabilities upon the performance and behavior of children in a regular classroom and in a center for education. The five sections of the Marianne Frostig Developmental Test of Visual Perception are explained as it is administered to a child. A preventive and remedial training program is briefly outlined and demonstrated.

## E. PUBLISHERS AND COMPANIES

AMERICAN FOUNDATION FOR THE BLIND, INC.
15 West 16th Street
New York, N.Y. 10011

Request specific information on aides and/or appliances for the visually handicapped. Free library is available.

AMERICAN GUIDANCE SERVICE, INC.
Publishers' Building
Circle Pines, Minn. 55014

Request catalog of tests and educational materials. The various Peabody Language Development Kits are available here.

ANN ARBOR PUBLISHERS
611 Church Street
Ann Arbor, Michigan 48104

Request most current publication pamphlet. This pamphlet includes the Michigan Tracking Program.

BOWMAR
622 Rodier Drive
Glendale, Calif. 91201

Request catalog of Your World of Teaching 72. This catalog includes material from preschool to grade six--primarily language arts.

CENTRAL PENNSYLVANIA
Special Education Resource Center
5601 North Front Street
Harrisburg, Pa. 17110 (phone no. 717-599-5771)

Request catalog of Special Materials Improve Learning Experiences (SMILE). SMILE is a complete collection of instructional and resource materials available to teachers of handicapped children and youth.

CHILDCRAFT EDUCATION CORP.
964 Third Ave.
New York, N.Y. 10022

Request current catalog on *The Growing Years*.

CHILDCRAFT EQUIPMENT CO., INC.
155 East 23rd Street
New York, N.Y. 10010

Request catalog of materials for *Early Childhood Education*.

CHILDPLAY OF NEW YORK, INC.
43 East 19th Street
New York, N.Y. 10003

Request catalog of materials and equipment for early childhood education.

COLUMBIA RECORD COMPANY
Division of Columbia Broadcasting System Inc.
51 West 52nd Street
New York, N.Y. 10019

Request Columbia Children's Book and Record Catalog.

COMMUNITY PLAYTHINGS
Rifton, N.Y. 12471

Request catalog of Community Playthings. Community Playthings are designed for young children and guaranteed against damage.

CONTINENTAL PRESS
Elizabethtown, Pa. 17022

Request demonstration catalog, *Instructional Material for Exceptional Children*.

CREATIVE PLAYTHINGS
Princeton, N.J. 08540

Catalog of play materials for preschool and early childhood education.

DICK BLICK
P.O. Box 1267
Galesburg, Ill. 61401

Request catalog entitled, "The Open Sesame to Discovery", for preschool, kindergarten, and special education.

DLM, DEVELOPMENTAL LEARNING MATERIALS
7440 North Nathey Ave.
Niles, Ill. 60648

Request current catalog of *Developmental Learning Materials*.

EDUCATIONAL ACTIVITIES
Freeport, Long Island, New York 11520

Request Classroom Tested Materials Catalog 73 B. This catalog includes records, filmstrips, cassettes, and instructional media.

EDUCATIONAL RESEARCH COUNCIL OF AMERICA
Rockefeller Building
Cleveland, Ohio 44613

Request current catalog on educational materials.

EDUCATIONAL TEACHING AIDS DIVISION
A. Daigger & Co., Inc.
159 West Kinzie Street
Chicago, Ill. 60610

Request catalog of learning aids for early and special education. This company has an extensive selection of Montessori-designed teaching aids and materiials for the young handicapped.

EDUCATORS PUBLISHING SERVICE INC.
75 Moulton Street
Cambridge, Mass. 02138

Materials can be obtained which center on developmental, corrective, and specific language disabilities.

ENCYCLOPAEDIA BRITANNICA EDUCATIONAL CORPORATION
Encylopaedia Britannica Press, Inc.
Chicago, Ill. 60611

Request information on the teacher's resource book--Language Experiences In Early Childhood.

FEARSON PUBLISHERS
Lear Siegler, Inc.,
Educational Division
6 Davis Drive
Belmont, Calif. 94002

Request Fearon Publisher 72-73 Catalog. This catalog includes information and materials on teacher aides, special education, innovative education, etc.

FOLLETT EDUCATIONAL CORPORATION
1010 W. Washington Boulevard
Chicago, Ill. 60607

Request Follett Educational Catalog.

HAMMETTS
165 Water Street
Lyons, N.Y. 14489

Request early childhood and special education catalog.

IDEAL SCHOOL SUPPLY COMPANY
11000 S. Lavergne Avenue
Oak Lawn, Illinois 60453

Request teachers' catalog entitled "Ideal for Special Education".

KIMBO EDUCATIONAL
P.O. Box 246
Deal, N.J. 07723

Request Kimbo Educational Catalog on early childhood and special education.

J.A. PRESTON CORPORATION
71 Fifth Avenue
New York, N.Y. 10003

Request Special Education Catalog 100 - Materials for Exceptional Children and Youth.

LAKESHORE CURRICULUM MATERIALS CENTER
Lakeshore Equipment Company
1144 Montague Ave.
San Leandro, Calif. 94577

Request catalog of materials for early childhood through elementary education.

LEARNING RESOURCE CENTER, INC.
Portland, Oregon 97223

Request current catalog on preschool education.

MAFEX ASSOCIATES, INC.
Box 519
111 Barron Ave.
Johnstown, Pa. 15907

Request current catalog of educational materials for the exceptional.

NUFFIELD MATHEMATICS PROJECT
John Wiley & Sons, Inc.
One Wiley Drive.
Somerset, N.J. 08873

Request information on mathematics materials for use in early childhood education.

NYT TEACHING RESOURCES
100 Boyleston Street
Boston, Mass. 02116

Request current catalog on *Developmental Programs for Early Learning*.

PORTER SARGENT PUBLISHERS
11 Beacon Street
Boston, Mass. 02108

Purchase request for current edition of the guide for educational executives entitled, *Where to Buy Supplies for Educational Institutions*.

R.H. STONE PRODUCTS
18279 Livernois
Detroit, Mich. 48221

Request *Teaching Aids* catalog which covers child development center, nursery, kindergarten, day care, open classroom, special education, and remedial.

SCIENCE RESEARCH ASSOCIATES, INC.
College Division
1540 Page Mill Road
Palo Alto, Calif. 94304

Request catalog for Professional Educators 1972.

ST. NICHOLAS TRAINING CENTRE
16 Dawson Place
London, W. 2, England

Request illustrated catalog of *Apparatus for the Montessori Method of Education*.

## F. SAMPLE FORMS

### Introduction

The forms on the next several pages are illustrative ones that may be used in Early Childhood Handicap programs. Of course, specific forms for a given program should be developed to meet the needs, goals, and activities set for that program.

The sample forms provided in this publication include:

1. Case Record Form (General and Detailed Forms)
2. Case Study Format
3. Anecdotal Record Format
4. Record Format for Target Areas in Changing Behaviors
5. Lesson Plan Format for Volunteers and Teacher Aides
6. Early Childhood Educational Inventory
7. Monthly Report Form for Itinerant Instructor in Preschool Handicapped Program

A note on the original source of each sample form is included on the form. It was the consensus of the workshop participants that these forms at least make up a basic selection for proper record-keeping procedures in the organization and administration of a preschool program for the handicapped.

It can be seen that record-keeping will play an important role in the evaluation of clientele - and programming - in the preschool setting. Follow-up of clientele can also be efficiently done if proper original and accumulating record-keeping is a program guideline. Evaluation and follow-up are discussed more thoroughly in Part I of this Guide.

## 1. GENERAL CASE RECORD FORM

Source: Tri-County Program for Preschool Handicapped Children, Title VI, ESEA, 1969; Bradford, Sullivan, Tioga Counties, Pa.

(Spaces reduced for this publication)

I. General Information on Case

A. Child's Name ________________ Birthdate ________ Age ______

B. Parent's Name ________________ Occupation ________________

C. Parent's Address ____________________ Phone ____________

D. School District ________________ County ____________

II. Information on Child's Handicap

A. Nature of Primary Handicap or Suspected Handicap: (Brief description)

________________________________________________

B. Other Pertinent Comments:

________________________________________________

III. Referral Information

A. Referral Agency/Person ________________________________

B. Person Completing This Form ________________ Date ________

C. Handicap Verified: Yes ____ No ____ How ________________

D. Supervisor of Special Education ________________________
(Signature)

IV. Case Disposition in Program

A. Home Visits: Date Home-School Visitor

________________ ________________________

B. Preschool Experiential Learning Activities(Describe):

________________________________________________

C. Other - Describe (i.e., Parents refused, census only, moved, etc.)

________________________________________________

6 1.

## 1. DETAILED CASE RECORD FORM

Source: Bucks County Public Schools, Confidential Information on Pupil Referral, (For Professional Use Only)

(Please complete in as much detail as possible and add any additional information you think pertinent. Use other side of these sheets. This copy is to be given to educational consultant to whom pupil referred. Please make carbon for your files if you wish a copy.)

______________________ Pupil's full name

__________ Age __________ Today's Date

__________ Grade __________ Teacher

______________________ Present Home address (street, city)

__________ School __________ District

__________ Telephone __________ Birthdate of pupil

Name of person submitting data on pupil and relationship to pupil ______________________

To whom is pupil referred? ______________________

Reason for referral? ______________________

A. School History of Pupil:

1. Has the pupil gotten along well in school? ______________________
2. If not, in what areas and for how long has he had difficulties? ______________________
3. Any special problems to be explained? ______________________
4. Exact age when he began school ______________________
5. Any nursery school or small group experiences prior to first grade? ______ At what ages? ______________________
6. Has pupil ever failed or repeated a grade? ______________________ Ever skipped a grade? ______________________
7. Statement on mental ability of pupil (include testing results) ______________________
8. Statement on scholastic achievement ______________________
9. Statement on disciplinary problems (in school, neighborhood or courts) ______________________
10. Any excessive absences or tardiness in school history? ______________________
11. Your impressions of pupil as a person ______________________

B. Development Data: (Note: For Sections B, C, and D, the school representative may need to confer with the mother of the pupil.)

12. Place of birth of pupil ______________________
13. Anything unusual about birth of pupil? ______________________
14. Abnormalities at birth such as premature, injury, instruments used? ______________________
15. Any illness of pupil during first year of life: colic, etc.? ______________________
16. Feeding during infancy: breast? ______ bottle? ______ (weaning - when?) ______________________
17. Any eating difficulties noticed now? ______________________

18. Any separation from family?______For what reasons and at what age of pupil?________________________________________

C. Training:

19. Age of talking?____________________Age of walking?__________

20. Age when toilet-trained?____________Who helped him accomplish this?
________________________________________

21. When established bowel control? (Try to be exact. If questionable, please state.)

22. Date of last bed-wetting________How persistent has this problem been?________________________________

23. Temper tantrums?__________________At what ages?______________

24. Does pupil have any unreasonable fears? (Please describe)__________
________________________________________

25. Who disciplines the pupil in the home and how is he disciplined?
________________________________________

26. Any sleeping problem such as nightmares, rocking, head banging, talking? (When were these problems present?)______________
________________________________________

D. Medical: Please give approximate age of pupil)

27. Has hospitalization ever been required?______When?______________

28. Any operations? (type?)______Any serious illness?______________

29. Any high fevers?________Any accidents or injuries?______________

30. Convulsions?_______Ever been under oxygen?______Any bad falls?_____

31. List childhood diseases? (measles, etc.)________________________
________________________________________

32. Any physical problem pupil now has? (allergies, etc.)____________

33. Eyes ever been examined?_____By whom?__________________________

34. Pupil under any special medication now?_____(describe)__________

35. All members of pupil's immediate family living and well?__________
________________________________________

36. Please give name, address of family doctor______________________
________________________________________

E. The following items (#37 through #47 should be completed as specifically as possible about the mother and her relationship to the pupil.

37. Full name of mother____________________Her age(approximately)____

38. Relationship to pupil: Mother?____Guardian?_____Stepmother?________

39. Was pupil adopted?__________At what age?________________________

40. Health of mother during pregnancy?______________Any difficulties during pregnancy?________________________________

41. Any health difficulties of mother during the first year of pupil's life?________________________________________

42. Since the birth of this pupil, how has mother's health been?________
Since this pupil's birth, has mother had:
any serious illnesses?________________any diseases?______________
any operations?______________any serious accidents?______________
any nervous conditions?__________any hospitalizations?____________
any institutionalizations?________________________________________
any RH factor difficulties in mother's family?______________________
any eye difficulties which mother of pupil has or either side of her family has?________________Does she wear glasses?______________

43. Is mother employed?_______If so, for how long and what hours?_______
Has she worked outside home since birth of pupil?__________________
If so, what age was he?____________________________________________

44. With whom does the pupil's family live:
At present: Relatives? (other than mother, father and siblings)______
Others over age 16 ______
Since birth of pupil to the present: Relatives?______
Others over age 16 ______
Any changes of residence since the birth of pupil: (number?)______
Languages spoken in home? ______

45. Other children in the pupil's family:

| Name | Year Born | Living | Well |
|---|---|---|---|
| ______ | ______ | ______ | ______ |
| ______ | ______ | ______ | ______ |
| ______ | ______ | ______ | ______ |
| ______ | ______ | ______ | ______ |

Any of mother's pregnancies end in miscarriages?____If so, how many?___

46. Education and grade mother completed:______
Nationality background: (optional)______

47. How does mother and father feel pupil gets along with other youngsters his age?______

F. The following items (#48 through #56) should be completed as specifically as possible about the father of the pupil.

48. Name of father ______His age (approximately)______

49. Relationship to Pupil: Father ______Stepfather ______
Guardian ______Child adopted______

50. Type of work which father does: ______

51. Have there been times when father has been or is absent for a period of time from home since the pupil was born?______
At what age of pupil? ______

52. How has father's health been since the birth of pupil?______
Since the birth of the pupil, has the father had:
any nervous conditions?______any accidents?______
any hospitalizations?______any diseases?______
any serious illnesses?______any operations?______
any institutionalizations?______
Present state of health (describe briefly)______
Any eye difficulties which he has or either side of his family has?______Does he wear glasses?______

53. Type of discipline he uses with the pupil. (describe briefly)
______

54. What kinds of things does he do with the pupil?______

55. Education and grade father completed ______
His nationality background (optional)______

56. Interests and hobbies which he has other than his job______
______

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P.A.2

## 2. CASE STUDY FORMAT

Source: Course pass-out from Special Education Department, Mansfield State College.

The preparation of a case study on a preschool handicapped child should include selected information focusing on the areas listed below.

A. Basic Information

1. Name Age Birth Date
2. Address
3. Nature of neighborhood - community

B. Home Background

1. Living with parents - foster parents - guardian
2. Living parents - parents deceased
3. Occupation of parents
4. Educational level of parents
5. Any known home problems - family conflicts
6. Estimated socio-economic level
7. Parents' attitudes toward school
8. Frequent moving - changing of schools
9. Out of school activities, interests
10. Siblings - ages
11. Other pertinent information

C. Physical Condition

1. Health history - birth and early childhood complications?
2. Physical handicaps
3. Any chronic disease in family (neurological, psychological)
4. Physical size
5. Other

D. School History (may not be applicable in Preschool Programs)

1. Age at entrance
2. Regular progress (skipping, retention)
3. Present grade
4. Standardized test results (complete data)
    - (a) Intelligence tests
    - (b) Achievement tests
    - (c) Aptitude tests
    - (d) Social-Personal tests
    - (e) Interests
    - (f) Others (Preschool testing, etc.)
5. School marks
6. Attendance
7. Participation in activities
8. Educational - Vocational outlook
9. Other

E. Teacher Observation

1. Social behavior (acceptance by pupils)
    (a) Sociometric study results (rejection, belonging, etc.)
    (b) Sociogram
2. Emotional behavior
3. Attitude toward school, other children
4. Have disciplinary measures been necessary
5. How does he respond to correction
6. General adjustment
7. Other

F. Parental Attitudes and Observations

1. As obtained through conferences, etc. (Feelings, hostilities, problems?)

G. Summary and Conclusions

1. Meaningful synthesis of all data
2. Significant findings, patterns, etc.
3. Formulate hypotheses about structure and dynamics of child's development and personality
4. Unanswered questions of importance to child's future
5. Major strengths and limitations of child

H. Recommendations

1. What do you feel are the problems and developmental needs of the child?
2. Predictions about his future, referral needs, special help, etc.
3. Educational-training recommendations (diagnostic-prescriptive focus)
4. Next "steps" for the child

I. Limitations of Case Study (if any)

## 3. ANECDOTAL RECORD FORMAT

Source: Adapted from form produced by Pontiac Public Schools, Michigan.

Student's Name ______________________________ Date __________

Observer's Name ________________________ Time Segment __________

Place Observed _________________ General Comment _______________

| Incident | Comments |
|---|---|
| | |

Weekly Summary Analysis: ______________________________________

_____________________________________________________________

_____________________________________________________________

Monthly Summary Analysis: _____________________________________

_____________________________________________________________

_____________________________________________________________

Term Summary Analysis: ________________________________________

_____________________________________________________________

_____________________________________________________________

## 4. RECORD FORMAT FOR TARGET AREAS IN CHANGING BEHAVIOR

Source: National Children's Center Inc., Preschool Program, Area of Concern Forms.

These next two forms are used in the National Children's Center, Washington, D.C. They are designed to be utilized by the teacher in changing behavior patterns. The first form is designed for long term goals and the other for short term goals.

### I. Long Term Goal Form

Child's Name ______________________________
Your Name ______________________________
Date ____________________________

1. Rank the following areas in terms of most current concern to you. (Use No. 1 for greatest concern)

| | |
|---|---|
| Language | _____ |
| Behavior | _____ |
| Social Play | _____ |
| Perceptual Motor | _____ |
| Instructional Control | _____ |
| Self-Help | _____ |
| Other | _____ |

2. In each of the three areas ranked of most concern, list one general goal you wish to achieve in the next two weeks.

a. ______________________________________________

______________________________________________

______________________________________________

b. ______________________________________________

______________________________________________

______________________________________________

c. ______________________________________________

______________________________________________

______________________________________________

II. Short Term Goal Form

Child's Name ____________________
Your Name ____________________
Current Date ____________________
Review Date ____________________

A. Area of Concern ____________________

B. Target Behavior ____________________

____________________

____________________

C. Program ____________________

____________________

____________________

____________________

____________________

D. Materials Needed ____________________

____________________

E. Evaluation ____________________

____________________

____________________

____________________

## 5. LESSON PLAN FORMAT FOR VOLUNTEERS AND TEACHER AIDES

Source: ECEH - Project SEARCH, Plattsburgh, N.Y.

Child's Name ______________________ Date ______________

Volunteer ______________________ Time ______ to ______
A.M. P.M.

Object: ______________________________________________

______________________________________________

Material: ______________________________________________

______________________________________________

| Tasks Completed | Appropriate | Inappropriate |
|---|---|---|
| ______________________ | ______ | ______ |
| ______________________ | ______ | ______ |
| ______________________ | ______ | ______ |
| ______________________ | ______ | ______ |

Specific Types of Inappropriate Response:

______________________________________________

______________________________________________

______________________________________________

Child Evaluation:

______ Interested
______ Cooperative

______ Distracted
______ Hyperactive
______ Frustrated
______ Bored
______ Unresponsive

Comments on Child Behavior: ______________________________

______________________________________________

______________________________________________

Suggestions: ______________________________________________

______________________________________________

## 6. EARLY CHILDHOOD EDUCATIONAL INVENTORY

### Instructions for the Administration
### of
### The Early Childhood Educational Inventory

The Early Childhood Educational Inventory was developed to assess the abilities of the child who is functioning in the three to seven year age range. It is a structured, though informal method of attaining a diagnostic impression, and is intended to be presented to the child, individually, by an evaluator who is versed in child development in general, and learning disabilities specifically. The inventory is intended to be used in the systematic assessment of each learning modality of the child, to determine the state of intactness of the modality, and to identify areas of strength and weakness, for the purpose of prescribing an educational program.

Before beginning the evaluation, the Cumulative Data page is filled out, and the summarized results of specialists' reports noted. A parent conference is held to record remarkable data concerning the home, birth, medical history, medications, and early sleeping and feeding habits of the child. The nature of the relationship between the parent and the child is noted also. The above information is taken on a separate sheet, and the remarkable data summarized on the Cumulative Data page.

In beginning the evaluation, the primary concern of the diagnostic teacher is a quantitative, not a qualitative, one. The first factor to be determined in assessing a task is whether or not the child can solve the task at all. The skill with which he performs the solution is important, and should be noted, but is secondary. For this reason, examples and specific items given in the Early Childhood Educational Inventory are by no means all inclusive, but serve as a suggestion for questioning and moving developmentally upward or downward, within the principle of the task, to arrive at a functioning level. Such movement, or any accommodating change in approach to the task, is so noted in the comment area. A check in the "Yes" column means that, at that particular point, the response is adequate. A check in the "No" column indicates that the response is not adequate, or that the area is not intact, and needs educational attention.

It is always safest to start the evaluation at a low point, since the secondary purpose of the evaluation is the determination of the level of competency at which the child is operating. Note: Return to a level of competency frequently, to provide success and motivation for achievement. Failure to succeed at a given level does not terminate the inquiry, but serves, instead, as a provocation for a deeper probing, for an exploration of the possible causes of the failure in the sensory, perceptual, motivational, experiential, or other aspects of the child's organization. In the assessment of an area, the evaluator may develop as many exercises from an item as is deemed necessary to determine the intactness of the learning modality, and must analyze and alter the task, in light of the child's abilities.

The Early Childhood Educational Inventory is not intended to provide a score; however, a one to five scale may be used for the evaluation if desired. The evaluation may be augmented with formal assessments to further complete the diagnostic impression of the whole child, wherever they are deemed necessary.

After the completion of the inventory, a glance at the "No" column on each page is the first step in the ordering of educational priorities. The Educational Priority List is then filled out, and plans begun for remediation, utilizing the child's major strengths. It is well to find out from the child and his parents those things which are rewarding or motivating to the child, for use in the educational plan.

Suggestions of materials to use with the Early Childhood Educational Inventory follow. Many materials are interchangeable from section to section.

### Body Usage:

Paper; crayons; toy telescope or cardboard tube; large ball; chalk and chalkboard; mat or blanket; color cubes; balance beam or board; pencils; scissors; small toys; dressing doll; picture of a person; a mirror.

### Visual Processes:

Pencil or stick with small disk on end, for visual tracking; marsden ball; color cards; shape cards; pictures in color; letter cards; box of objects of various shapes, colors, and sizes; crayons; paper; symbol cards; numeral cards; puzzles; color cubes; ball; jump rope; buttons of various colors, sizes, and shapes; syllable cards; code cards.

### Auditory Processes:

Tape recorder; sound tape; objects to go with sounds; word pictures and set of objects; story book with color pictures; word lists.

### Tactile, Olfactory, and Gustatory Processes:

Smooth object; rough object; soft object; hard object; wet object; dry object; wooden shapes, letters, numerals; foods to taste: jelly, peanut butter, pickle, orange, chocolate syrup, salt,sugar, vinegar, and tasting dabbers; substances to smell: perfume, vinegar, chocolate syrup.

### Associational Processes:

Concrete objects to be paired: spoon-bowl, pencil-paper, brush-comb, needle-thread; tracings of objects for position copy, or 2 like sets of objects; color cubes and color cube design cards; puzzles; sequence pictures; numeral blocks or cards; letter blocks or cards; paper; crayons; story pictures in color.

### Personal-Social Adjustments:

Pictures of social situations; pictures of personal moods and feelings; pictures of moral and ethical problems; mirror; simple food; bowl; spoon; fork; knife; cup or glass; straw; dressing doll; tie shoe or shoe tying board; cardboard or paper doll with seasonal clothing and seasonal background scenes.

## CUMULATIVE DATA

Name of Child ............................................ Birth ............................................
year month day

Parents' Names ............................................ Date ............................................
year month day

Address ............................................ Age ............................................
years months days

City ............................................ Teacher ............................................

Examiner ............................................ School ............................................

Parent Conference Summary

Vision Analysis

Hearing Analysis

Speech Analysis

Psychological Analysis

Medical Analysis

Educational Priority List

Major Strengths (including best learning modality)

1.

2.

3.

| Long Range Goals | Short Term Goals |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| I. BODY USAGE | | | |
| A. Body Awareness - Body Image | | | |
| 1. Established laterality (two sidedness): Note preferred hand, eye, and foot in comment column. | | | |
| a. Using either right hand or left hand consistently (ex. in crayoning or at chalkboard) | | | |
| b. Using either right eye or left eye consistently (ex. in sighting) | | | |
| c. Using either right foot or left foot consistently (ex. in kicking) | | | |
| d. Crossing body midline at chalkboard | | | |
| e. Moving body parts on command, lying on back | | | |
| 1) Both legs at once | | | |
| 2) Both arms at once | | | |
| 3) Arms and legs at once | | | |
| 4) Right leg only | | | |
| 5) Left leg only | | | |
| 6) Right leg and right arm at once | | | |
| 7) Left leg and right arm at once | | | |
| 8) Cross-lateral movements | | | |
| f. Moving body parts on command, lying on stomach (See e. and note comments) | | | |
| g. Drawing a figure of a person | | | |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| d. Matching like objects by color | | | |
| e. Matching unlike objects by color | | | |
| f. Grouping shades of colors with the basic color | | | |
| 2. Demonstrating understanding of number concepts and symbols | | | |
| a. Counting by rote | | | |
| b. Counting with one-to-one correspondence | | | |
| c. Recognition of numerals | | | |
| d. Writing numerals | | | |
| e. Associating the auditory and visual symbols of number | | | |
| f. Demonstrating understanding of cardinal and ordinal systems of counting | | | |
| g. Demonstrating ability to visualize sets of objects within a larger group | | | |
| h. Demonstrating understanding of concepts of size | | | |
| i. Demonstrating ability to grasp concepts of quantity | | | |
| j. Performing arithmetic operations (if applicable) | | | |
| 3. Demonstrating understanding of letters and symbols (if applicable) | | | |
| a. Repeating the alphabet by rote | | | |
| b. Pointing to specified letters | | | |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| c. Naming a letter when pointed to | | | |
| d. Pointing to the letter when the sound is specified | | | |
| e. Giving the sound when a letter is shown | | | |
| f. Copying the alphabet | | | |
| g. Writing the alphabet | | | |
| h. Copying words and sentences | | | |
| i. Writing words and sentences when dictated | | | |
| j. Writing words and sentences creatively | | | |
| k. Reading words and sentences | | | |
| C. Motor Control | | | |
| 1. Gross motor control | | | |
| a. Rolling | | | |
| b. Sitting | | | |
| c. Creeping | | | |
| d. Crawling | | | |
| e. Standing | | | |
| f. Walking | | | |
| 1) Foreward | | | |
| 2) Backwards | | | |
| g. Running | | | |
| h. Skipping | | | |
| i. Hopping | | | |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| j. Climbing | | | |
| 1) Steps singly | | | |
| 2) Steps alternately | | | |
| 3) Playground equipment | | | |
| k. Balancing | | | |
| 1) Right foot | | | |
| (a) Eyes opened | | | |
| (b) Eyes closed | | | |
| 2) Left foot | | | |
| (a) Eyes opened | | | |
| (b) Eyes closed | | | |
| l. Walking balance beam | | | |
| m. Jumping | | | |
| 1) Broad jump | | | |
| 2) High jump | | | |
| n. Kicking | | | |
| o. Catching | | | |
| p. Ball bouncing | | | |
| 2. Fine motor control | | | |
| a. Using eating utensils | | | |
| 1) Spoon | | | |
| 2) Fork | | | |
| 3) Knife | | | |
| b. Using crayons, pencils, etc. | | | |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| c. Using scissors | | | |
| d. Manipulating small toys | | | |
| e. Building with blocks | | | |
| f. Adjusting and fastening clothes (dexterity) | | | |
| 1) Buttons | | | |
| 2) Zippers | | | |
| (a) Pants type | | | |
| (b) Coat type | | | |
| 3) Snaps | | | |
| 4) Buckles | | | |
| 5) Shoe laces | | | |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | | | | | |
|---|---|---|---|---|---|---|---|
| | Self | | Doll | | Picture | | |
| | Yes | No | Yes | No | Yes | No | Comments |
| D. Body Parts Identification | | | | | | | |
| 1. Identifying head features on self, doll, and picture | | | | | | | |
| a. Mouth | | | | | | | |
| b. Nose | | | | | | | |
| c. Eyes | | | | | | | |
| d. Face | | | | | | | |
| e. Neck | | | | | | | |
| f. Ears | | | | | | | |
| g. Chin | | | | | | | |
| h. Forehead | | | | | | | |
| i. Hair | | | | | | | |
| j. Tongue | | | | | | | |
| k. Teeth | | | | | | | |
| 2. Identifying trunk features on self, doll, and picture | | | | | | | |
| a. Chest | | | | | | | |
| b. Waist | | | | | | | |
| c. Stomach | | | | | | | |
| d. Shoulders | | | | | | | |
| e. Back | | | | | | | |
| f. Front | | | | | | | |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | | | | | |
|---|---|---|---|---|---|---|---|
| | Self | | Doll | | Picture | | |
| | Yes | No | Yes | No | Yes | No | Comments |
| 3. Identifying extremity features on self, doll, and picture | | | | | | | |
| a. Arms | | | | | | | |
| 1) Hands | | | | | | | |
| 2) Fingers | | | | | | | |
| 3) Thumbs | | | | | | | |
| 4) Wrists | | | | | | | |
| 5) Shoulders | | | | | | | |
| 6) Elbows | | | | | | | |
| b. Legs | | | | | | | |
| 1) Feet | | | | | | | |
| 2) Toes | | | | | | | |
| 3) Knees | | | | | | | |
| 4) Ankles | | | | | | | |
| 5) Hips | | | | | | | |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| II. VISUAL PROCESSES | | | |
| A. Visual Acuity (See Separate Test Results) | | | |
| B. Eye Coordination | | | |
| 1. Moving both eyes in unison in visual tracking | | | |
| C. Visual Tracking | | | |
| 1. Following moving objects with smooth movements of eyes | | | |
| a. Large moving objects | | | |
| 1) Binocular exercises | | | |
| 2) Monocular exercises | | | |
| b. Small moving objects | | | |
| 1) Binocular exercises | | | |
| 2) Monocular exercises | | | |
| D. Visual Perception | | | |
| 1. Figure-ground perception | | | |
| a. Identifying colors when presented with stimulus color (See also I B) | | | |
| b. Identifying shapes when presented with stimulus shape | | | |
| c. Identifying colors in environment | | | |
| d. Identifying colors in a picture | | | |
| e. Identifying specified objects in environment | | | |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS<br>Yes | No | Comments |
|---|---|---|---|
| f. Identifying specified objects in a picture | | | |
| 2. Perceptual constancy | | | |
| a. Locating objects according to size | | | |
| b. Locating objects according to shape | | | |
| c. Locating objects according to weight | | | |
| d. Matching letters | | | |
| 3. Position in space | | | |
| a. Matching forms in various positions | | | |
| b. Copying forms in various positions | | | |
| c. Drawing a realistic representation of a room or scene | | | |
| 4. Spatial relationships | | | |
| a. Matching forms in various positions in relation to other forms | | | |
| b. Copying forms on paper in various positions in relation to other forms | | | |
| E. Visual Discrimination | | | |
| 1. Demonstrating recognition of similarities and differences among groups of objects (shape, color, size) | | | |
| 2. Matching letters, numerals or symbols | | | |

BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS

Yes | No | Comments

3. Visual closure: constructing whole from parts (ex. puzzle)

F. Visual Memory

1. Recalling prior visual experiences (short term)

    a. Identifying objects removed

        1) By pointing

        2) By verbal description

    b. Identifying briefly exposed symbols

    c. Identifying objects seen in a set, when placed in another set

        1) By pointing

        2) By verbal description

    d. Recalling prior visual experience through motor match (drawings or gestures)

2. Recalling prior visual experiences (long term)

G. Visual Sequencing: Recalling sequence by reproduction

1. Objects

2. Designs

3. Numerals

4. Letters

H. Visual Motor

1. Moving in space while manipulating objects

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| a. Ball | | | |
| b. Rope | | | |
| 2. Sorting | | | |
| a. Objects | | | |
| b. Letters | | | |
| c. Numerals | | | |
| 3. Copying | | | |
| a. Abstract form (circle, cross, x, square, rectangle, diamond) | | | |
| b. Random letters | | | |
| c. Random numbers | | | |
| d. Nonsense syllables | | | |
| 4. Imitating non-verbal motor patterns | | | |
| a. Patterns with meaning (ex. eating, blowing, turning a key in a lock) | | | |
| b. Patterns without meaning (ex. touching thumb and index finger) | | | |
| 5. Imitating motor patterns with verbal directions | | | |
| I. Visual Decoding | | | |
| 1. Describing pictures | | | |
| 2. Answering questions about pictures or objects with "yes" or "no" response | | | |
| 3. Interpreting the meaning of a picture | | | |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| III. AUDITORY PROCESSES | | | |
| A. Auditory Acuity (See separate test results | | | |
| B. Auditory Perception | | | |
| 1. Recognition of gross sounds: associating sounds with appropriate objects | | | |
| 2. Auditory discrimination | | | |
| a. Identifying similarities in sounds | | | |
| b. Identifying differences in sounds | | | |
| 3. Auditory figure-ground perception: Identifying specified sound when among others | | | |
| 4. Auditory memory (short term): Any order, then in sequence | | | |
| a. Repeating words | | | |
| b. Repeating numbers | | | |
| c. Following series of directions | | | |
| 5. Auditory memory (long term): Any order, then in sequence | | | |
| a. Repeating words | | | |
| b. Repeating numbers | | | |
| c. Following series of directions | | | |
| d. Counting | | | |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| 6. Auditory sequencing | | | |
| a. Distinguishing similarities and differences in non-verbal patterns of sound | | | |
| b. Imitating patterns of sounds, words, digits | | | |
| c. Carrying out series of requests | | | |
| 7. Auditory synthesizing: Blending sounds for meaning | | | |
| 8. Auditory analyzing | | | |
| a. Analyzing words into several parts | | | |
| b. Demonstrating recognition of specified beginning sounds in words | | | |
| c. Demonstrating recognition of specified ending sounds in words | | | |
| d. Demonstrating recognition of specified middle sounds in words | | | |
| C. Auditory Reception | | | |
| 1. Word meaning: Pointing to concrete objects or pictures of dictated words | | | |
| 2. Phrase meaning: Demonstrating understanding of phrases requiring motor response | | | |
| 3. Sentence meaning: Showing comprehension of sentences by responding to questions requiring "yes" or "no" answers. | | | |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| 4. Paragraph meaning: Showing comprehension of paragraphs read to him by responding to questions requiring "yes" or "no" answers | | | |
| D. Expressive Verbal Language | | | |
| 1. Auditory recall for words | | | |
| a. Naming objects or pictures of objects | | | |
| b. Responding with naming words in answer to questions | | | |
| c. Using nouns in speech | | | |
| 2. Vocal encoding | | | |
| a. Naming objects using single words | | | |
| b. Naming objects using descriptive phrases | | | |
| c. Speaking in complete sentences | | | |
| d. Describing pictures | | | |
| e. Telling stories | | | |
| 3. Use of grammar in connected speech | | | |
| a. Using correct word order | | | |
| b. Using correct word endings | | | |
| c. Using correct verb tenses | | | |
| d. Using correct prepositions | | | |
| e. Using correct articles | | | |

| BEHAVIOR COMPETENCES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| E. Speech | | | |
| 1. Using intelligible speech (See separate test results of speech clinician) | | | |
| 2. Articulating words correctly when presented for imitation | | | |
| 3. Articulating words correctly in speaking vocabulary | | | |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| IV. ASSOCIATIONAL PROCESSES | | | |
| A. Visual-Motor Association | | | |
| 1. Pairing concrete objects according to function | | | |
| 2. Placing pairs of objects in position demonstrated in model | | | |
| 3. Constructing figures when given parts (ex. puzzle) | | | |
| 4. Constructing figures according to models and model cards | | | |
| 5. Demonstrating perception of part-whole relationships | | | |
| 6. Arranging pictures in story sequence | | | |
| B. Auditory-Visual Association | | | |
| 1. Finding objects, when auditory stimulus is presented | | | |
| a. Objects | | | |
| b. Numerals | | | |
| c. Letters | | | |
| 2. Finding specific objects in pictures, when named | | | |
| C. Auditory-Vocal Association | | | |
| 1. Naming opposite, when stimulus word is given | | | |
| 2. Completing sentences | | | |
| D. Visual-Vocal Association | | | |
| 1. Naming a stimulus object | | | |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| 2. Describing what is seen in a picture | | | |
| 3. Describing a picture story | | | |
| E. Auditory-Motor Association: Giving a motor response to a verbal command or stimulus | | | |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| V. TACTILE, GUSTATORY, AND OLFACTORY PROCESSES | | | |
| A. Tactile Modality | | | |
| 1. Perceiving likenesses and differences | | | |
| a. Smooth and rough | | | |
| b. Soft and hard | | | |
| c. Wet and dry | | | |
| 2. Identifying objects tactually | | | |
| 3. Identifying figures tactually | | | |
| a. Shapes | | | |
| b. Letters | | | |
| c. Numerals | | | |
| B. Gustatory Modality: Identifying common substances by taste | | | |
| C. Olfactory Modality: Identifying common substances by smell | | | |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| VI. PERSONAL-SOCIAL ADJUSTMENT | | | |
| A. Overall Adjustment | | | |
| 1. Showing cooperation | | | |
| a. With examiner | | | |
| b. With other children | | | |
| 2. Showing friendliness | | | |
| a. With examiner | | | |
| b. With other children | | | |
| 3. Following directions | | | |
| 4. Attending to task | | | |
| 5. Completing tasks | | | |
| 6. Controlling temper | | | |
| 7. Controlling frustration | | | |
| 8. Showing self confidence | | | |
| 9. Showing ability to anticipate outcome of pictured and verbalized social situations | | | |
| 10. Responding to pictured and described moods and feelings of others | | | |
| 11. Responding to pictured and described moral or ethical problems | | | |
| 12. Demonstrating social responsibility | | | |

BEHAVIOR COMPETENCIES

PRESCRIPTIVE ANALYSIS

Comments

B. Personal Knowledge (Check if unable to recognize and recite information)

1. Name
2. Age
3. Address
4. Telephone number
5. Names of parents
6. Names of siblings

C. Behavior Characteristics (Check if present)

1. Hyperactivity
2. Distractability
3. Hypoactivity
4. Disinhibition
5. Dissociation
6. Perseveration
7. Catastrophic reaction
8. Instability of performance
9. Emotional lability

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| D. Self Help - Self Care | | | |
| 1. Eating | | | |
| a. Chewing | | | |
| b. Swallowing | | | |
| c. Eating finger foods | | | |
| d. Eating with utensils | | | |
| (1) Spoon | | | |
| (2) Fork | | | |
| (3) Knife | | | |
| e. Drinking | | | |
| (1) Cup or glass | | | |
| (2) Straw | | | |
| (3) Water fountain | | | |
| f. Eating in socially acceptable manner | | | |
| 2. Dressing | | | |
| a. Removing clothes | | | |
| (1) Undergarments | | | |
| (2) Outer garments | | | |
| (3) Seasonal garments | | | |
| b. Putting on clothes | | | |
| (1) Undergarments | | | |
| (2) Outer garments | | | |
| (3) Seasonal garments | | | |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| c. Adjusting and fastening clothes | | | |
| (1) Buttons | | | |
| (2) Zippers | | | |
| (a) Pants type | | | |
| (b) Coat type | | | |
| (3) Snaps | | | |
| (4) Buckles | | | |
| (5) Shoe laces | | | |
| 3. Body Care | | | |
| a. Washing | | | |
| (1) Face | | | |
| (2) Hands | | | |
| (3) Arms | | | |
| (4) Full bath | | | |
| b. Grooming | | | |
| (1) Hair care | | | |
| (2) Clothes adjustment | | | |
| (3) Neatness | | | |
| c. Personal hygiene | | | |
| (1) Controlling drooling | | | |
| (2) Toilet training | | | |
| (3) Toileting self | | | |
| (4) Brushing teeth | | | |
| (5) Blowing nose | | | |

| BEHAVIOR COMPETENCIES | PRESCRIPTIVE ANALYSIS | | |
|---|---|---|---|
| | Yes | No | Comments |
| 4. Health and Safety | | | |
| a. Determining safe conduct of daily life | | | |
| (1) Moving objects (automobiles, play equipment, machinery) | | | |
| (2) Electricity | | | |
| (3) Extreme temperatures | | | |
| (4) Height | | | |
| (5) Stability | | | |
| (6) Inedible foods and materials | | | |
| b. Communicating need for personal or medical attention | | | |
| (1) Using gestures | | | |
| (2) Using vocalization | | | |
| c. Determining correct seasonal outer garments (Using pictures or paper dolls) | | | |

## 7. MONTHLY REPORT FORM FOR ITINERANT INSTRUCTOR IN PRESCHOOL HANDICAPPED PROGRAM

Source: Adapted from form used by Department for Exceptional Children, Intermediate Unit 8, Ebensburg, Pa.

Report of ........................., Itinerant Consultant of Cambria County Board of School Directors, Special Education of Cambria County for the month of ........................, 19....

| Name of Pupil | Age | Handicap(s) | Sessions visited during month | Length of Visit(s) | Home Address |
|---|---|---|---|---|---|
| | | | | | |

Following is a brief resume of the work with the above-named pupil:

Materials used:

Comments:

I certify that the above report is true and correct.

Date ......................... Signed ____________________

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